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Volume XVIII

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No. 6



America and the Public Schools

Supervision- A Rejoinder to Criticism

Education's International Obligations

Council Committee Reports

Committee of Fifteen

Vacation Travel

80



Two Bakings From One Batch of Biscuit Dough

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4 cups sifted flour	2 rounding tablespoons shortening
3 level teaspoons Calumet Baking Powder	1 cup sweet milk
1 level teaspoon salt	Whites of 2 eggs

Prepare flour, baking powder, salt and shortening as for ordinary biscuit; beat the egg whites very stiff, add to the milk and mix dough. Roll thin, brush well with melted butter, fold over and press dough together before cutting. Prick the biscuit with a fork before placing in the oven, and bake quickly. This makes splendid shortcake.

Standard Baking Powder Biscuit

4 cups flour	1 or 2 tablespoons butter or lard
4 level teaspoons Calumet Baking Powder	About 2 cups of milk or water, more or less, enough to mix a very soft dough
1 level teaspoon salt	

Sift the flour, salt and baking powder together thoroughly. Rub in shortening with fingers, flexible knife, known as spatula, or rounding edge of a large spoon. With a little practice the spatula or spoon can be made to do better work than the fingers. Add milk or water, as cold as possible, mixing to a very soft dough. Mix with a spoon or flexible knife, in preference to using the warm hand. Turn dough on a well floured board, and roll out lightly till half an inch thick. Cut into biscuits and lay in baking pan, not too closely. Bake in hot oven from 12 to 15 minutes.

Twin Biscuits

Make dough as for Standard Biscuit. Roll a little less than half an inch in thickness. Brush over with melted butter, and put together in pairs. Bake in quick oven 12 to 15 minutes.

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Visual Education is a phrase that we in the school world have been discussing for ten years, but, until now, we have never seen the theory put into usable, practical form. A prominent educator, after seeing Compton's Pictured Encyclopedia, said: "I have seen Visual Education for the first time!" This doctrine of Visual Education was the most important one upon which these books were based. The finished work includes thousands of pictures, chosen from more than half a million—one for every idea that can best be grasped through the medium of a picture. By means of a special caption and text of its own, each picture is made to tell its full story. The old wood-cut and pen drawing have been discarded entirely. This is the only encyclopedia in which halftones are incorporated with the text—right where they belong!

The Psychological Law of Interest—another subject which school people have been talking about for years, but which has never

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ENCYCLOPEDIA

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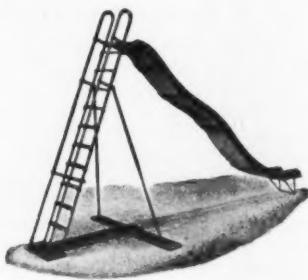
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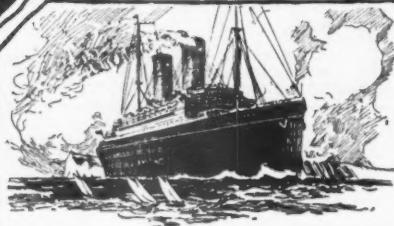
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EDITORIAL



AS a result of a recent survey of rural school conditions, Dr. Bagley says: "As a group, rural teachers are more immature, far more inexperienced, less well-educated, less well-prepared pro-
ILLITERACY AND IGNORANCE fessionally for their work, and much less well

supervised, than are city teachers as a group." If it be true, as widely believed, that not more than 40 per cent of the school children in the United States complete the eight years of schooling offered, there is cause for solicitude for the future of a democracy founded on intelligence. Not in the rural districts alone, but in towns and cities there is a threatening number whose less than eight years raise them scarcely above the ignorant class. There is no fact more apparent today than that an illiterate many can both read and write, and that attainment is quite as much as many children acquire in the four or five years, even, of their attendance. If, excluding favored regions, Americans are about sixth-graders in the average of training, there are some millions of us who are raised but little above the minimum of literacy. Aside from inherited aptitudes and the self-teaching so noticeable among our youth, ignorance is the great curse. It is the half-trained minds that are responsible for waste, for suspicion and intolerance. An uneducated electorate is a menace in any democracy; and one must have more than six years of schooling to appreciate the problems of government and citizenship. It is not a question of intelligence tests, but of better teaching, better attendance laws more generally

enforced, longer terms of school and longer years of schooling. These are the inescapable conditions of safety for the State and health for society. With the millions spent upon schools in this country, the meagerness of our accomplishment for the mass of the people is a reproach. A writer in a recent Atlantic insists that "ten years of schooling for every child should be an irreducible minimum; four terms instead of two in the year; more teachers, smaller classes, better equipment, more money all round and a complete system of continuation schools." And most thoughtful observers of the results of public education will be ready to say Amen! It should be recognized at once, however, that a small part only of the fault lies with the schools. Few great public undertakings accomplish so much with the support they have,—support from the home, the taxpayer, the public official, the legislator, the employer. Credit and blame are inextricably mixed.

R. G. B.

TEACHERS throughout the State and Nation are looking forward to the coming vacation season as a time for rest and recreation not only, but for study and professional betterment as well. Thousands of our **VACATION TRAVEL** teachers will take advantage of summer sessions in Teachers' Colleges and Universities. Other thousands will devote all or part of their vacation to individual study or to travel and sight-seeing. Indeed, under right conditions, the educational benefits from outings and travel may prove as great as would be had

through class work in institutions of higher rank. Teachers in California and on the Pacific Coast or in the West generally, are happily situated in the matter of summer travel and sight-seeing. The scenic attractions of the great West and the out-of-door beauty spots are numerous and easily reached with a comparatively small outlay of time and money.

A mere enumeration of the natural attractions in the West shows a list from which any one might profitably choose. The Grand Canyon of the Colorado has no counterpart in this country or elsewhere throughout the world. Everyone who can possibly do so should pay a visit to this wonderful natural attraction. The petrified forests and the cliff dwellings of the Aborigines are easily reached by those who visit the Grand Canyon. The Yosemite National Park, now a winter as well as a summer resort, is visited again and again by those who find it possible to spend a few days in one of the most attractive and many-sided out-of-door pleasure resorts of the world. Lake Tahoe and the numerous resorts in and around this wonderful inland body of water, afford outings for thousands during the season. Then there is Yellowstone National Park with its wonderful coloring and strange phenomena; Glacier National Park, becoming better known each year; the wonderful Canadian Rockies and Glaciers of the Selkirks; the wonders of the Alaska Coast and the inland waterway; Mount Rainier National Park; Mount Shasta; Crater Lake; Lake Chelan; the Columbia River country and the Coast and Redwood Region of the North Pacific in California, Oregon and Washington. Nearer at home there are the Santa Cruz Mountains and the Monterey and Pacific Grove resorts; the Feather River country; Southern California points of interest and Catalina Island; Coronado, La Jolla and the Channel Island; the Lake County resorts; the big trees and the

Bret Harte country,—these all offer rich opportunities for recreation, pleasure and study.

Attractive railroad and steamship rates are to be in force for those who desire to take advantage of the trips and outings. The Southern Pacific Company, the Santa Fe, Yosemite Valley Railroad, Canadian Pacific, Union Pacific System, Western Pacific, the Milwaukee, the White Star Line, the Admiral Line, San Francisco-Sacramento Railroad Company, Northwestern Pacific, and other transportation lines are offering travel inducements and their representatives will be glad to call upon any who are interested. This office will be pleased to respond to any inquiry. Any teacher who has opportunity to devote a few weeks to health, recreation and sightseeing in this country or abroad should return to the classroom better prepared to carry on the strenuous work involving upon those who follow the profession of teaching.

A. H. C.

ANNOUNCEMENT is made that Dr. Barrows, President of the University of California, has requested that he be relieved of administrative work and, in June, 1923, returned to his former position, Department of **DAVID P. BARROWS** Political Science. Scholar, Teacher, Executive, Soldier, Statesman, man of affairs, Dr. Barrows is one of the outstanding figures in American life today. As an authority in the field of Political Science and International Relations, we may expect a notable contribution from Dr. Barrows during the next few years. The great wonder is that Dr. Barrows or any President, or in fact any member of the Board of Regents has been able thus long to survive amicably in the unwholesome atmosphere of the Academic Senate. We hope to have something more specific to say in this connection in a later issue.

A. H. C.

WHAT AMERICA HAS REASON TO EXPECT FROM THE PUBLIC SCHOOLS*

HONORABLE WILL C. WOOD

Superintendent of Public Instruction
Sacramento, California

A Forecast for 1931

WHAT kind of a school system shall we have in 1931? It depends entirely upon the attitude of the American people toward facts that are well known. One erstwhile leader in the American educational world, who long since was shorn of the prophet's mantle, decrys the use of school statistics which show our shortcomings and cause the country uneasiness and concern, and bids us emulate the ostrich and seek surcease from anxiety by burying our heads in the sand. Since the American people, after opportunity duly offered, have neglected to accept the lead of this modern Ichabod in other matters, we may safely assume that in this matter, far from imitating the foolish bird of the desert, they will emulate the proud eagle of the nation's aegis, being ever alert and active against danger and keeping the serpent safe within its talons. I do not doubt that the American people, when they know the facts, will gladly build and support a school system to match the nation's need. Encouraged by this hope, I shall outline what I believe the American school system should embrace by the year 1931.

The school system of America must be based upon the principle of equality of opportunity. Every child born in America is entitled to a fair chance to develop to the fullest such native abilities and tendencies as are not socially undesirable. In planning to realize equality of opportunity, it is necessary to recognize natural inequalities. Original nature is not the same in all individuals, so the school system must include divers means to meet divers needs.

The school system of 1931 will frankly avail itself of intelligence tests to determine whether individuals have sufficient mental endowment to justify public expenditures for their education. As school administrators, we must frankly recognize that there is a point in the scale of intelligence, below which native endowment is so slight that effort to develop it is wasted, or largely wasted. If we are men of judgment we will define with scrupulous care the cases of individuals whose intelligence is below the minimum point in the scale as custodial cases, and insist that the state make provision for them outside the school department. Notwith-

standing sentiment to the contrary, the schools can no longer justify expenditures of from six to ten times as much upon individuals who will never reach the bare limit of self support, as upon individuals of normal intelligence. The school system of 1931 should be expected to care only for individuals who possess sufficient native endowment to justify education.

The school system of 1931 will concern itself with all citizens of the republic, young, old or middle aged, who are capable of improving themselves and are desirous of doing so. Education we would define as the process of more fully initiating the individual into the life of the community. Such education begins in infancy and continues so long as the individual needs and desires fuller participation in the life of the community.

The Minimum Curriculum

What are the steps or stages, or perhaps I should say the degrees of initiation into community life? The first I would mention is the step of acquaintance with the language, arts and number, these being the accepted fundamental tools of knowledge. Every individual in America of normal intelligence by the time he has reached the age of twelve years should, as a very minimum, know how to read ordinary English prose and verse, write legibly and with reasonable grammatical correctness, ordinary business and social letters, spelling the commonly used words with accuracy. In addition, he should know how to count to at least a million, how to handle simple measures of length, weight and volume and how to add, subtract, multiply and divide with accuracy, whole numbers and common and decimal fractions. He should also know the more fundamental rules of personal and community hygiene and should have mastered at least a general outline of the history of our country, an acquaintance with our leading national heroes, and with the principal features of our national, state and local government. Such knowledge, I say, should be the very minimum. In addition to this knowledge he should be trained in the more fundamental habits of personal and community life.

It is not pleasant to contemplate the fact that there are millions of adults in America, most of them born here, who have not met even the first requirement I have mentioned.

*Address, somewhat abbreviated, as given before the Department of Superintendence, N. E. A.

The people of America have a right to expect that this blot upon American democracy shall be removed before 1931. To be effective the program must include the following means for overcoming illiteracy among the on-coming generation:

Overcoming Illiteracy

1. Laws making full time attendance compulsory for all children between the ages of six and sixteen years.

2. Laws providing for the appointment in every community, of intelligent supervisors of attendance who will conceive their duties to include not only the bringing in of truants, but also the duty of seeing that blind, deaf, crippled, orphaned, feeble-minded and destitute children are placed in touch with agencies capable of caring for them, and the duty of acting as mediator between school and home before truancy become a fact.

3. A course of study for primary school children that will recognize something besides "The Little Red Hen" as the central figure. The course must be vital and based upon motive.

4. Provision for the supervision of health and physical condition to prevent loss of attendance and secure a proper physical basis for school work; and where necessary, hot school lunches.

5. Annual registration of minors to discover children who are not attending school.

6. Special classes in our larger cities for the deaf, blind and crippled children, for speech defectives and for retarded pupils; and adequate state institutions for the care and education of such children living in districts where such special classes cannot be maintained economically.

7. Itinerant schools and itinerant teachers for children who, for various reasons, cannot attend schools.

For overcoming illiteracy among the adult population we must include in our program the following:

1. Evening schools, conveniently placed for working adults, in school houses, factories or warehouses, and offering special courses for adult illiterates.

2. Specially trained teachers who understand the special problem of teaching adults, are interested in the work and willing to get in touch with the men even while they are working, if necessary.

3. Special textbooks intended to meet the needs of adult illiterates.

4. Afternoon classes, conducted if necessary in the front room of an illiterate woman's home, for the benefit of illiterate mothers, including provision for a nursery for the babies that may be brought.

5. Home teachers to keep in touch with foreign homes, raise them to the American standard and interpret to the mothers the institutions of America.

6. Itinerant teachers to visit and instruct adult illiterates at rural centers where necessary.

If such program is adopted, and if the Federal government will meanwhile keep the gates closed against illiterates and people of low intelligence, we can abolish illiteracy without doubt by 1931. It is all a question whether America is interested enough in human beings and in the future of democracy to pay the price of a clean and wholesome record.

The minimum program of education I have outlined will make only a slight return to the country in the way of culture, efficiency and good citizenship. We must not deceive ourselves as to the value of mere literacy and acquaintance with the tools of knowledge. Literacy, considered apart from its use, means little in the way of culture, efficiency or good citizenship. Thomas Huxley sums up the value of literacy thus in his admirable essay on a liberal education: "If I am a knave or a fool," says Huxley, "teaching me to read and write won't make me less of either one or the other—unless somebody shows me how to put my reading and writing to wise and good purposes. The only medicine for suffering, crime and all other woes of mankind is wisdom. Teach a man to read and write and you have put into his hands the great keys of the wisdom box. But it is quite another matter whether he ever opens the box or not. And he is as likely to poison as to cure himself, if, without guidance, he swallows the first drug that comes to hand. In these times a man may as well be purblind as unable to read—lame, as unable to write. But I protest that, if I thought the alternative a necessary one, I would rather that children should grow up ignorant of both of these mighty arts than that they should remain ignorant of that knowledge to which these arts are means." Literacy taken by itself may have been what Alexander Pope had in mind when he wrote:

"A little learning is a dangerous thing,
Drink deep or taste not the Pierian Spring."

Culture Requirements

To secure any adequate return from our

school expenditures in the way of culture, efficiency and good citizenship, we must extend education beyond the point of mere acquaintanceship with the fundamental tools of knowledge.

The individual is born into the world governed by natural laws with which he should become acquainted; he is also born into a complex world of human relationships—a world filled with activities that in their present form are the products of human experience. He stands in the relation of debtor to the forefathers of his land; to the people of ancient Greece, Egypt, modern Britain and even China and Celebes. He lives, not alone, but dependent upon many men of many lands; upon a multitude of economic, governmental and social institutions and agencies. If these people and institutions are to serve him, he must have at least a bare acquaintance with them. And if he in turn is to serve others, whether of his own or future generations, it is essential that he become so acquainted with the more significant human activities, as to enable him to choose a service suited to his likes and talents. He must become acquainted during his earlier years with the elements of a wide range of studies that interpret the human and natural environment. By means of books and contact with things, he must acquaint himself with human geography, the literary heritage of his people, the history of his country and the roots thereof, the government under which he lives, the community life about him, and the more significant phases of nature, including the simpler elements of the sciences.

The Elementary School Years

During the first six years of the school course, corresponding to the logical elementary school period, the child, in addition to the acquirement of a good working mastery of the tools of knowledge, should also have acquired acquaintance with those elements of the human and natural environment that are foundational for culture, efficiency and good citizenship.

Secondary School Years

The period from the age of twelve to that of twenty may be recognized as the critical period in the life of the individual. Physical, psychological, social and economic problems of that period tend to make it one of stress and sometimes distress. These years determine very largely whether the individual is to develop successfully those interests and activities that make for culture, efficiency and good citizenship. They also determine whether he

will become a swimmer, a sinker or a floater. They correspond roughly to the period of secondary education, and during this period we have the right to expect that he shall develop, subject to the possibility of change, a major interest that will lead ultimately to a life career worth while to himself and to society.

The life career chosen may involve the development of valuable skill in a vocation or the acquirement of general and specific knowledge foundational for later specialization; but a life career motive there should be, before the end of the period, subject, as I said, to revision in the light of broader experience. With such a motive, the individual in most instances will seek as a matter of course to develop the culture and efficiency necessary to his calling. However, this will not in itself be sufficient. The demands of society will not be met unless the individual has a reasonable acquaintance with the best and highest ideals of the human race and particularly of the American people. He should have as a minimum, three years of vital work in English, classical and American literature, which shall function not only in appreciation of literary form and content, but also in continued reading of the best thought as it develops in current literature. He should have as a minimum such acquaintance with the history of the world as a well-planned one-year course in European history will give, and in addition a course in American history of at least one year. He should have such acquaintance with our governmental, economic and social institutions as may be acquired in a minimum period of one year. He should have acquaintance with at least one laboratory science in order that he may know something of the scientific approach in solving problems since science plays so vital a part in the life of our time. He should also have developed through a reasonable program of physical education a strong body with mind and muscles co-ordinated, a wholesome interest in out-door activities and an intelligent grasp of personal and community hygiene.

The Secondary School System

The outline of the secondary field I have submitted represents the minimum requirement which all citizens of this nation should have opportunity and encouragement to meet. In order to afford this opportunity, I suggest that the secondary school system of 1931 include the following:

1. Compulsory full-time education up to the age of sixteen, regardless of the fact that the elementary course may have been completed

before that age, and compulsory part-time education up to the age of eighteen.

2. Junior high schools embracing the seventh, eighth and ninth years; senior high schools representing the tenth, eleventh and twelfth years and where necessary, junior colleges representing the thirteenth and fourteenth years.

3. A cosmopolitan or inclusive high school curriculum, broad enough to include not only the foundational cultural subjects, but also the representative vocations for both men and women.

4. Election of studies on a scope sufficiently broad to permit the individual student to build a program suited to his needs around the common core of prescribed work heretofore described.

5. Part-time and evening classes, placed so as to meet the convenience of workers, enabling the individual to get a broader and better understanding of the job on which he labors during work hours and preparing him for the next round in the ladder of his vocation, as well as for better exercise of the prerogatives of citizenship.

6. Intelligent vocational guidance and life career counsel.

Results That May Be Expected

Such a program does not afford a guaranty of a reasonable return in culture, efficiency and good citizenship. Its merit is that it exposes the individual to the contagion of culture, efficiency and good citizenship. After all is said and done, culture, efficiency and good citizenship cannot be imposed; they are matters of inward growth, inspired by outward suggestions and influences. However, the country will have reason to expect that the great majority of young people who complete such a program of education will not only have acquired valuable information, knowledge, a life career motive and with many, reasonable skill in a vocation, but will also have developed some of those chief qualities, habits, abilities, attitudes and ideals that mark the cultivated man, the efficient human and the good citizen. Indeed, such should be the constant motive of those who do the training. We have reason to expect that the majority of them, to a reasonable degree, will have "made the body the ready servant of the will;" that their intellects will be trained to distinguish between truth and error; that their minds will be trained to think hard and with reasonable precision; that they will have learned to love beauty in nature and in art, and to hate the sodden and the vile.

The country has reason to expect that individuals coming up to citizenship through such a course will have developed genuine ability to think, which is essential to worthy citizenship. Ability to think is a better test of qualification for citizenship than mere literacy. James Bryce in his last work, "Modern Democracies," recalls English rustics of sixty years ago, "shrewd men unable to read, but with plenty of mother-wit, and by their strong sense and solid judgment quite as well qualified to vote as are their grandchildren today who read a newspaper and revel in the cinema." He also points out that the voters of Greece learned their politics, not from the printed page, but by listening to informed orators and by discussion among themselves. "It is thinking that matters," says Bryce, "not reading, and by thinking I mean the power of getting at facts and arguing consecutively from them. In these days our reading has become a substitute for thinking. On the printed page, Truth has no better chance than Falsehood, except with those who read widely and have the capacity of discernment. A modern voter guided by his party newspapers is no better off than his grandfather who in England, eighty years ago, voted at the bidding of his landlord or employer. A democracy that has been taught only to read and not also to reflect and judge will not be better for the ability to read." For the expenditure made for education, the country has the right to expect that the great majority of citizens will have the power of getting at facts, the ability to reason therefrom and to give a reason for the faith that is in them.

The country also has reason to expect that the great majority of individuals completing such a course will have developed a sense of duty and responsibility necessary for the continuance of a democratic civilization. To this end, the secondary school period must afford abundant opportunities for participation in school activities involving responsibilities; opportunities for the exercise of initiative and self-direction; opportunities to learn to live and serve with people, even at the price of making mistakes.

There is a reason to expect that students under such a program will have grown out of many of the petty prejudices, provincialisms and superstitions that fetter the human mind and will; they will have developed that open-mindedness which is essential to progress; the open-mindedness which recognizes that truth has not yet been fully revealed, but is still in process of revelation; the open-mindedness

that is willing to examine thoughtfully and carefully new ideas and things even though they may threaten to modify or even shatter some of our cherished beliefs. It is indeed strange that men and parties and creeds should seek by violent or near-violent means to check the growth or modification of ideas and ideals. It was close-mindedness that caused Jesus of Nazareth to die on the cross, Socrates to drink the hemlock and Galileo to be thrust into prison. And yet each of these great characters is today reckoned as one of the greatest benefactors of human kind. The shadow of intolerance falling across the path of human kind, throughout the ages, has always retarded human progress. By keeping men in darkness it has slain its victims by millions and cramped the souls of whole nations and races. Open-mindedness has to its credit the discovery of America, freedom of religion and conscience, the development of science and its marvelous applications to human needs, the progress of engineering, the conquest for civilization of almost the entire earth, the birth of the American republic, the growth of democracy, the development of humanitarianism, the conception of a warless world. History and science are united in discounting the fear of open-mindedness. Man is by nature conservative. Dr. William James in his Pragmatism declares "our minds grow in spots; and like grease-spots they spread as little as possible; we keep unaltered as much of our old knowledge, as many of our old prejudices and beliefs, as we can. We patch and tinker more than we renew. The novelty sinks in; it stains the ancient mass; but it is also tinged by what absorbs it. Our past apperceives and co-operates; and in the new equilibrium in which each step forward in the process of learning terminates, it happens relatively seldom that the new fact is added raw. More usually it is embedded cooked, as one might say, or stewed down in the sauce of the old." In other words, James

points out the innate quality of conservatism in the human mind. What is needed as an undoubted mark of culture, efficiency and good citizenship is not an intensification of the incrusted grease-spots of the mind; nor an open-mindedness ready to embrace anything bearing the impress or appearance of novelty; it is a critical or examining attitude—a disposition to make ideas, whether novel or ancient, stand the test of careful analysis. In discussing culture in his essay on "Sweetness and Light," Matthew Arnold included open-mindedness and the development of intelligent criticism of ideas as the chief marks of culture. "Culture," he says, "is a study of perfection and has its origin in a love of perfection. The great aim of culture is that of setting ourselves to ascertain what perfection is and to make it prevail. Not a having and a resting, but a growing and a becoming is the character of perfection as culture sees it. Now is the moment for culture to be of service—culture which believes in making reason and the will of God prevail, believes in perfection, in the study and pursuit of perfection and is no longer debarred by a rigid, invincible exclusion of whatever is new from getting acceptance for its ideas simply because they are new."

Summary

Such is the program and such the purpose of the American school system. A sense of responsibility and duty; a general knowledge of the world and its more worthy activities; a special knowledge of at least one human activity; a trained mind, responsive to the best ideas and ideals, whether old or new; an ability to make one's way in the world honestly; a love of perfection that silently but surely reshapes the soul toward perfection; and a heart that beats in unison with the best in the kingdom of this world and the kingdom above—these, in reasonable measure, are the fruits the country has reason to expect from a generously supported American school system.

THE California Teachers' Association established nearly three years ago a Teachers' Registration and Placement Bureau.

The main office of the Bureau is in San Francisco, with branch offices in Los Angeles and Berkeley.

This State Registration Bureau for teachers has no connection whatever with any teachers' agency or organization that registers teachers for positions. We find our people are constantly confused by an organization styled the "Teachers' Co-operative Association," or "Co-operative Placement Bureau." Teachers tell us they have joined this agency under the impression that they were affiliating with the Placement Bureau of the C. T. A. The manager of this "Co-operative Association," Mr. C. M. Rogers, is no longer with the C. T. A. To secure our services write the C. T. A. direct.

Let it be remembered that the Teachers' Registration and Placement Bureau of the C. T. A. is in no sense a private enterprise. It is one of the activities of the California Teachers' Association; hence every teacher in the State should be interested in its progress and development.

Write for full information to the central office of the California Teachers' Association, Phelan Building, San Francisco. Those in Southern California may communicate directly with the branch office in the South at 1121-22 Loew's State Building, Los Angeles.

THE RURAL SUPERVISOR—A REJOINER

META NEAL FOOTMAN

Supervisor in Madera County.

DR. BURK deplores the fact that those of us who are educating the young idea, lead a drab ash-can existence. When depicting that dismal, drear pattern of existence, he did not take into consideration the newest born of us, educationally speaking; those who sprang into existence by reason of Amendment 16; drawn into the teeming bickering, hopeful, hopeless, tempestuous cataclysm of "snoopervisoring." It is a strange, many sided existence in which nursing a Ford over mountain roads, being pulled from mud holes by irate farmers, riding in the dark of the early morning with frosted wind shield; shouldering the burdens of the isolated young teacher, green or fresh, as you like, from the Normal, who has seen little of life and less of good teaching methods, who can't teach geography and is equally helpless when facing the problem of telling another, or, greatest task of all, convincing the pitiful old gentleman, charming within himself, but invincible in the determination that the three R's. are to be taught and they alone; in getting the idea across that the curriculum really has enlarged, and that music, art, physical education, health nursing, sanitation and interest-stirring devices are not fol-de-rols, but real honest-to-goodness, tried and proven educational principles; are some of the conditions confronting the supervisor.

The thought has occurred to me, humbled, nay beaten to the ground as I am by the verbal pyrotechnics of the "crack teacher from the city," that she must have taught in a singularly Utopian city system, a real Olympia of pedagogy. Where, oh, where is this Happy Hunting Ground for crack city teachers, that no supervision was experienced by this authoress in the bud? Before I stepped up, no, I correct myself, down, (since the recent flaying), I also enjoyed some reputation as a "crack city teacher." Many of my friends are at present enjoying that exalted station, and what is that impetus of sound which seems to gather in volume and rise to the high Heavens from this body?

"A supervisor's meeting every night," wails one.

"The music supervisor came today and left me scads of work to do," moans another.

"Oh, I never can do the art assignment that Miss J—— left," pleads a third.

"That physical education woman expects——," and so on.

In our county we were foolish enough to believe and still do contend that supervision may be helpful. Absurd, isn't it after our showing up? But once in a while between the disappointments and hurts, our ego will arise and tell us that it has been useful and will prove to be more and more so.

Again I borrow from our crack teacher:

SCENE I

A barren little barn which is temporarily serving as a school. Sloughs of mud about the building—adobe at that. A very charming little lady just out of Normal teaches there.

The first grade reads——

Johnny: "I." Pause.

Teacher, hopefully: "Am, Johnny."

Johnny: "Am." Dead silence.

Teacher: "It's the horsies' name, Johnny. Sound it. Di-ck, Dick. Now what is it Johnny?"

Johnny: "Dick." More silence, which grows embarrassing.

Teacher: "Now, Johnny, go on."

Johnny: "I." He stops.

Teacher, wearily: "Go on, Johnny, it is the same word you had before. Say it Johnny."

No reply.

Teacher, rather tearfully: "That will do. class turn——"

The class marches out.

"Oh, Mrs.—— I know that was a miserable lesson, but I don't know how to teach the Beacon. We had a sort of word and sentence method at the Normal that isn't like this at all. Would you give a demonstration lesson for me?"

Somehow I have an intuition that this little lady would not have acquiesced that day, if you had suggested "excess supervision" to her in her hour of need.

SCENE II

The high Sierras. Snow lies in a white mantle over everything. The supervisor puts on chains. She has her reverse, brake and emergency firmly set. Nevertheless, she slides, skids, and slips pell mell down the mountain side, and then, plump, into a little clearing where Old Glory indicates a school house. We enter. Row upon row of Indian children stare stolidly at the newcomer. The teacher, another just from Normal, looks up, then rushes forward.

"Oh, Mrs.— may I just dismiss my class? I haven't seen a soul in weeks, and there are so many things I want to ask you."

The class is dismissed, for the time, to play outside. Then in rapid fire the troubles come tumbling forth—

"What shall I do about my arithmetic? If I try to keep up to the assignment for the examination, I can't take the combination drill that they need so much, and I didn't know—"

"And, oh, dear, how shall I teach phonics to these Indians? They just won't learn their sounds, and I don't know how to teach reading without sounds, could you help me?"

"Oh, yes, shall I discontinue all of the extras like music, penmanship, reading and art work and give all of the time to the important subjects? Yes—of course I know they are all important, but what shall I do?"

"And oh, dear, Mrs.—, I don't believe I can stand it here. I just know that they have been opening my mail where I board. And, my, the food is simply unbearable!"

Permit me to say that the supervisor in this case did not face this pitiful, homesick, over-worked, frightened girl, with the sirupy inflections of your "crack teacher's" supervisors. After an hour's arduous work on the part of both, daylight began to appear to this bewildered little teacher.

The scene shifts.

SCENE III

A comfortable two-teacher school, with a fine old lady of another generation in charge, fine in her conception of character standards and personal culture, but lacking in knowledge of how to make school other than a prosaic routine of dull recitations; amid dismal (I blush to state this) and dirty surroundings, accompanied by a conviction to the death against hot lunches for under nourished children, physical education for curved spines, music, art, and the use of modern devices for enlivening the geography and history periods; even a wholesome oversight of the premises to the aim of keeping them clean and sanitary; not to mention energy expended to the end of making the room bright and attractive. All of these items constitute a waste of time to this estimable lady, therefor they are anathema to her.

Let the curtain rise.

Rows again of boys and girls, this time, bright faced, obviously intelligent pupils in a littered, unsightly, stuffy room. One dog-eared print of Washington flaps in one corner of the room, a dejected plant in an oyster can stands in the window. Big pupils sit in small seats,

small ones in large seats. There are flies, oodles of them, and every window tightly closed. A geography lesson is in progress, one of the good old-fashioned kind, in which each pupil stands, reads a paragraph about Patagonia, and seats himself, while the other three grades presumably study, but in reality do much giggling and throwing notes and a few spit balls.

The following dialogue ensues at recess:

Supervisor: "The air seemed rather stuffy in the room, Miss—."

Miss—, haughtily: "As you can see, we are much too busy to think of those little things."

More interested questioning revealed the fact that in that school the teacher and pupils were too busy to have any music, physical education, art, daily penmanship, oral reading, keep the outbuildings in a livable condition, or to even keep the building clean, to say nothing of teaching the major subjects somewhat in accordance with the manual of the county. After (I hope) adroit suggestions that these things must be done, and the final convincing of this most excellent lady, that the world does move, and things educational with it, and that the schools of our county must keep pace at least to the extent of carrying out the required course of study, and keeping the premises somewhat tidy, the supervisor departs, feeling very supervisorish, but a little hopeful.

Yes, it must prove irksome to a city teacher of real efficiency, this supervision anywhere. What of the "has-beens" honestly seeking help, discouraged and bewildered by the unfamiliar new; and the going-to-be's, unacquainted with rural life, and dazed by the task of constructing and managing a daily program for thirty or forty children scattered through the eight grades?

Rural supervision? I'm for it! Of course there are mistakes and woeful ones, too, for we are just pioneering in the work. There are the pests in it, just as there are pests of principals, and pests of county superintendents, but, let us not say that the principle is unsound, because of the annoyances. So, crack city teachers in the country, let's be patient, and remember the isolated young girl teacher and the discouraged older teacher, who doesn't know just how, and be a little more generous.

To a father who wanted a short cut to his son's schooling, Garfield replied: "Yes, your boy could take a shorter course. It all depends upon what he wants to make of himself. When God wants to make an oak He takes a hundred years. He takes three months to make a squash."

EDUCATION'S INTERNATIONAL OBLIGATIONS*

CLARENCE W. EDWARDS,

County Superintendent of Schools, Fresno

THE program prepared by the executive committee for this meeting of the Association is designed to cover in comprehensive way the broad field of educational interests, but reflecting the world's greatest present-day problem, its underlying thought is reconstruction.

Although more than three years have elapsed since the signing of the armistice, human society is but slowly and painfully emerging from the chaotic conditions resulting from the World War. Mankind are now busily engaged in trying to reorganize and reconstruct their social, industrial, economic and political institutions. The magnitude and difficulty of the task almost stagger the imagination. The peoples of the earth are in a state of great unrest. Large portions of Europe and Asia are struggling in the maelstrom of anarchy and discontent. Russia is under the heel of Bolshevism. The Armenian people are still being harassed and oppressed and persecuted by their ancient enemy, the unspeakable Turk. Most of the countries of Europe are bankrupt. Millions of people are suffering from want of the bare necessities of life. Notwithstanding the relief afforded by the naval holiday the maintenance of militaristic establishments continues to be a heavy burden to many nations. And the earnest efforts of idealistic and humanitarian statesmen to induce the Powers to scrap their overgrown armaments, reduce their huge standing armies and submit their disputes to arbitration have met with but partial success.

In their hour of direful need it is significant that the peoples of the earth are turning to education for the solution of their problems. To this end even the new German Republic, we are informed, has re-organized its school system, cast off its Chauvinistic features, removed the class distinctions of the old regime, established co-education and introduced other features of American education. And even while the war was still in progress, recognizing the vital importance of education, France and England re-organized and strengthened their schools and extended the period of compulsory attendance.

At this critical time the United States occupies a very enviable position in world affairs. In the great war for democracy it is universally recognized that America did her part well. And the whole course of our government in international affairs has demonstrated the integrity, the altruism and the unselfishness of the American people. In some places, indeed, there may be envy and jealousy of the growing strength and prosperity of our country, but it cannot be denied that the peoples of the world are looking earnestly and hopefully to the United States for guidance and inspiration.

Now my friends if we hope to meet the challenge of our times successfully, if we hope to bring to the solution of our problems national and international, an adequate measure of intelligence and sympathetic insight, if we hope to discharge the functions of world leadership with credit to America and benefit to mankind, we, too, must place our firm reliance in education. Ladies and gentlemen, the logic of events and the march of progress have made the United States a member of the family of nations. Henceforth it will be incumbent on the schools to instruct our people in the mode of international living. If the educators of the United States and of other countries will but cooperate in giving their respective peoples an unbiased understanding of the life, the ideals and the institutions of other peoples there can be no doubt that they will hasten the advent of that glorious day "When the war drums will throb no longer and the battle flags be furled in the Parliament of Man—the Federation of the World."

More completely than ever before the destiny of mankind is in the hands of the teachers. Their services have not always been duly appreciated, but nevertheless their work is the most important and the most enduring in which human beings can engage. In the language of that great statesman, Daniel Webster: "If we work upon marble it will perish, if on brass time will efface it. If we rear temples they will crumble into dust, but if we work upon immortal minds and imbue them with principles, with the just fear of God and the love of their fellow men, we engrave upon those tablets something that will brighten to all eternity."

*President's Address Before Central Section C. T. A., Fresno, April 3, 1922.

COUNCIL COMMITTEE REPORTS

BASES FOR DETERMINING TEACHERS' SALARY SCHEDULES

YOUR committee on Bases for Determining Teachers' Salary Schedules begs leave to submit the following tentative principles, their final practicability and soundness to be determined by further investigation:

1. Minimum salaries for all teachers should be sufficiently high to afford for twelve months a wage which will enable teachers to live in a manner in keeping with the dignity and importance of the profession; which will stimulate teachers and at the same time make it possible for them to save, and which will provide the means for cultural development, i. e., for the honorable advancement of their own souls.
2. Minimum salaries for beginning teachers should vary in recognition of the different amounts of training secured.
3. Maximum salaries should be high enough to justify looking upon teaching as a career, that is, sufficiently high to attract and to hold talent of the highest order; and comparable to the normal rewards secured in other professions.
4. Annual increments should be sufficiently large to affect perceptibly the teacher's annual budget, and to insure the reaching of the maximum salary while the teacher is yet in his prime and capable of most wisely investing his savings and of re-acting most favorably and definitely to cultural stimuli.
5. A single salary schedule should be adopted for a given system of schools, thus abolishing the distinction between the various divisions or segments of the system. Maximum salaries would then vary in accordance with the preparation of the teacher and would not be dependent upon the division or segment to which he might be assigned.
6. To stimulate growth while in the service, definite recognition should be given to those teachers who, at sacrifice of time, strength and finance, consistently take advantage of opportunities to add to their professional and academic equipment. Beyond a given point, annual increments should not be given automatically to all teachers, but should serve as a constant incentive to larger professional growth and development during the teaching career; and on the other hand should have the effect of eliminating from the service those who fail to measure up to minimum standards of ability, achievement and growth.

With this tentative statement of principles your committee would respectfully ask to be continued, to the end that an extensive study of salary schedules of the United States may be made to determine to what extent these principles have been tested and what results have been secured.

W. L. STEPHENS, Chairman.

BASES FOR DETERMINING GRADING AND PROMOTION OF PUPILS

TEACHERS who have been long in the State school service may remember a time when all promotion and consequent classification was determined by term examinations given by county or city boards. They may remember when the teachers' marking of daily work was put on a 50-50 basis with the annual or term examination. As long as either of these plans prevailed there was a basis for classification at least uniform throughout the county or the city district.

The third "epoch" began with the discontinuance of general examinations and the substitution of the teacher's opinion as the only criteria. Many of our schools still follow this plan for promotion; in other words, they have no **basis** whatever for promotion as teacher opinion will not give uniformity even in a two-room school. Dr. Judd gives an interesting summary of causes which operate when there is no actual basis of classification:

"Sometimes the school allows a pupil to move up a grade or class, although it is known that he has not done the work below, because the parents of the child have influence and it does not seem safe to antagonize them.

"Sometimes the pressure of numbers in the lower grades or classes is so great that the teacher sends a pupil on in order to make room for the younger pupils, even when it is evident that the pupil will not be able to carry the higher work.

"Sometimes the teacher in a given grade is anxious to unload the backward or disorderly and therefore incompetent pupil on someone else, and since the open road is into the next higher grade, the child is sent on.

"Promotion is sometimes controlled by the calendar. Because the date for closing the schools has arrived, and the long vacation is at hand, pupils are declared to have completed the work whether they have or not.

"Sometimes it is more or less explicitly argued that the backward pupil is larger than the other children of like intellectual attainments and he should therefore be sent to the upper-grade room where the seats are larger."

All of these false bases result in most school rooms or grades being actually ungraded rooms, as any one will find who actually measures the educational standing of a class. All three of these plans are based mainly on the memorization of facts. The first step back toward a system of classification came with the introduction of Standardized Educational Tests. These emphasize something better than mere facts; they aim at measuring educational skills. Because of this and because they substitute actual standards for personal opinion, they have greatly improved classification in such schools as use them.

Today the factor of mental age is receiving more and more attention among educators who are trying to find a plan of classification which is reasonable. It is most apparent that the work for nine-year-old children should be done by those who are mentally nine years old, not by those who are mentally seven or eleven. Therefore, our most promising plans for school organization today are based upon individual ability. School people are interestingly watching such plans as Detroit's, Franzens' of Des Moines, and Teachers' College of Columbia.

Detroit gives intelligence tests to all first graders when they begin school and classifies them into three groups. They aim to keep these three groups intact throughout the six school years and to vary the curriculum by adjusting it to the ability of each group. Detroit also gives intelligence tests for classification purposes to all grade pupils in the schools which request it. They feel that this is a more satisfactory arrangement than a compulsory ruling of the superintendent of schools. Last year 58,000 pupils out of 150,000 were so tested. The Detroit plan is explained in the Twenty-first Yearbook.

Dr. Franzen of Des Moines is also regulating the promotion of kindergarten pupils to the first grade by intelligence tests.

The plan of classification recommended by Dr. McCall of Columbia is to classify the children of a school according to the average of mental age and educational age. At the beginning of the school year or semester, a group mental test is given (preferably the "National Intelligence Scale") and the score is converted into mental age. An educational test is given in spelling (Ayers), in reading (Thorndyke-McCall), and in arithmetic (Woody-McCall Mixed Fundamentals). Age tables have been worked out for these tests. The spelling score is converted into spelling age, reading score into reading age, and arithmetic score into arithmetic age. The average of spelling age, arithmetic age and reading age determines the **educational age**. The average of the mental age and educational age form the basis of classification.

The achievement quotient for each child may be determined. After a definite length of time, (a semester or term) these tests may be followed by another form of same tests and the achievement quotient for each child may be found. The learning rate of progress for each child may be worked out for a more definite classification.

Oakland has a much more comprehensive plan than any of the above plans. Their research de-

partment aims at giving group intelligence tests to all pupils two or three times a year, following with individual tests as far as they feel it necessary. The testing is done under the direction of a teacher or principal in the building, who is called a counselor. The research department sends out people to teach the teachers how to test instead of doing the testing.

Oakland is trying to place pupils into five types of classes according to the intelligence findings: (1) accelerated classes for bright pupils; (2) average classes; (3) opportunity classes, for pupils retarded because of absence, sickness, etc., but mentally able to be returned to accelerated or to average classes; (4) limited classes for the slow, dull type or the upper grade feeble-minded; (5) atypical classes for the middle grade feeble-minded. You will see that they are not providing for low grade feeble-minded children.

The plans mentioned are all attempts to find an actual classification basis for regular grades. For ungraded or special classes a greater amount of pioneer work has been done but that hardly seems to belong to the problem of this committee. In Los Angeles we have limited work in scientific classification to ungraded classes up to this year. We have now three buildings which are experimenting in this line in the regular grades. Two schools are trying the Teachers' College Plan of the achievement quotient. One is trying a plan of educational placement and individual promotion based on actual educational progress. This progress is measured by a graded series of educational tests. This results in pupils **classifying themselves** according to their mental ability without the necessity of mental tests or the necessity of providing special rooms for superbright or dull pupils. As I am working upon this particular experiment, I shall be glad to answer any questions you may wish to ask. I did not include any explanation in this report as our work in Los Angeles is not a city-wide plan such as the others described.

The many attempts throughout the country to find a more efficient plan of class organization gives promise that we are entering upon a new era of elementary education.

ADELE M. MOSSEMAN, Chairman.

PROFESSIONAL ETHICS FOR TEACHERS

1. Teaching has only recently become a profession—N. E. A. representative assembly final step.
2. All other professions have a code of ethics, formally adopted and recognized as binding upon their members: law, medicine, etc.
3. Need for a professional code of ethics for teachers now being evidenced in various parts of the country through the formation of codes by various state and local organizations.
4. Professional codes do not function as they should. Why?
5. Codes of ethics should be more than mere committee reports read by a few people, published once or twice and then inoperative except in the minds of a few teachers.

6. Codes of ethics will remain largely inoperative until they become a recognized part of the curriculums of teacher training institutions and until professional attitude is stressed by boards of education, administrators and teachers' organizations as a major factor in teaching efficiency.

7. A professional code of ethics should be adopted by the N. E. A. and should figure largely in the curriculum of every teacher-training institution in the nation.

8. Such a code should be formulated from data gathered from successful and representative teachers and administrators in all parts of the country and all departments of education. It should be representative of the best educational thought of the nation.

9. Such a code should be adopted by every state and local organization, adapted to local conditions, and should be recognized as an obligation of membership.

10. This committee, therefore, recommends that the California Teachers' Association sponsor and promote the formulation and adoption of such a code of ethics to be representative of the ethical standards of the teachers of California and shall use its best endeavors to have it become an integral part of the curriculum of the teacher-training institutions of California, and a major factor in the recognition of teaching efficiency on the part of teacher organizations and employing agencies.

11. In furtherance of this purpose there is recommended a continuance of the committee on Professional Ethics for Teachers, empowered to gather data and formulate a code in the manner herein suggested, and with these ends in view.

MAY C. WADE, Chairman.

AMERICANIZATION

THIS council at its meeting in April, 1921, having adopted the title "Citizenship" for that of "Americanization," your committee has, in deference to that decision, chosen to use that term in connection with this report.

The fact that this body has assigned the subject of "Citizenship" to a committee for its consideration implies that there are problems connected with it which are thought to require solution. At first glance it would seem that the last word had been spoken on this subject, that it had become threadbare. The attitude of the public to it at the present time seems to be one of indifference. It has been dealt with from almost every conceivable angle by the press, on the platform and by all sorts of organizations, and yet there are problems of momentous importance affecting American citizenship of today as well as of the potential citizenship of tomorrow which require the highest intelligence and the utmost courage to solve.

There probably never was a time in the history of our country when disregard for law was so prevalent as it is today. This attitude of mind has grown to such proportions as to seem to be threatening the very foundations of our government. This is indeed a serious obstacle to the development of good citizenship and must be overcome. Educational leaders and

educational institutions cannot escape their responsibility in this matter since it can be overcome only by education. Its solution involves both the American-born and the alien and their education to a proper observance of constitutional law, and in the ideals of Americanism.

We cannot expect an immigrant to make a good citizen of this country of ours so long as he observes on every hand flagrant violators of law. American citizens are not good citizens and neither are they promoting good citizenship so long as they either violate any laws of state and country, or permit their violation without protest. So long as a constitutional law remains on the statute books, our citizenship must abide by it or they are not good citizens. If it is obnoxious they should work for its repeal, but in the interim, obey it to the letter.

Hence, the first recommendation of your committee is that this council request the State Superintendent of Public Instruction to direct that the public schools of California set aside a day to be designated "Law Enforcement Day," and to provide a standard program appropriate to the occasion. The effect such a step would have, would be effective, in both impressing the youth of the land with the importance of its purpose and also in creating a public opinion that could not be overcome.

An enumeration of the various laws which it seems are daily violated will not be attempted, but the following, typical of the nation, state, and city are suggested for a program: National—prohibition laws. State—motor vehicle laws. City—sanitary laws.

Having become good citizens ourselves by showing proper respect for the observance and enforcement of law, then and then only have we the right to demand of the foreigner who comes to our land, good citizenship. It is almost too much to ask or to expect those whose former life has been so different from ours to fall immediately into that state of mind which will produce good citizenship and American ideals. The first requisite is education. This is being admirably provided in most of the large centers in California through the medium of the public night school and the home teacher. This type of education should not be confined to the cities, but should be extended into the rural districts. In this connection, your committee wishes to reaffirm the conviction of this body of a year ago that the compensation for the home teacher be provided in the same manner and from the same source as that of other teachers in the public schools; the burden should not fall entirely upon the local district as at present. Many of the adult foreigners will not avail themselves of the educational advantages provided for them through the above mentioned agencies. Your committee recommends that the State Board of Education be requested to have prepared a pamphlet or manual embodying the Fundamentals of American Government to be printed in various foreign languages and cause the same to be distributed among those aliens who will not attend school. This distribution could be made either at the time the annual census is taken or through the mail from data secured by the census. Unfortunately the Commission of Immig-

gration and Housing, on account of lack of available funds, was compelled to discontinue its work in immigrant education on July of last year. It has, however, under consideration the preparation of a citizenship manual, which, when completed, might be used in connection with this recommendation.

The part-time law, which has a direct bearing upon the matter of improving the character of our citizenship, and which in principle is a sound piece of educational legislation is passing through a period of experimentation. The time has been too short, however, to warrant unqualified commendation. The results are unequal in the different communities. There will be needed patience and further study and sympathetic support of the experiment which has in it possibilities for much good. The purpose of the law would be more nearly accomplished if it were amended to require all youths who have reached the age of sixteen years to attend school full-time unless they are employed.

J. E. HANCOCK, Chairman.

THE TEACHERS' INSTITUTE

IN order to give some unanimity to our sections our report may be considered under three heads:

1. Should the Institute be continued as it is?
2. Should the Institute be abolished?
3. What changes should be made?

To the first question I should answer, no. It seems to your committee that the institute, both in method of conducting it and in the ideals underlying it has remained much the same as it was when Horace Mann conceived it, while little else remains unchanged. The reason for establishing the institute was to furnish inspiration and information to the teachers of that day who were widely scattered, small in number, and frequently not well-prepared. For the accomplishment of these purposes, it was well-adapted and worked effectively, and may yet do so.

As teachers' organizations and publications multiplied, the institute became less essential and many times I have thought that the only reasons for its existence were to afford opportunity to a number of poorly-paid college professors to increase their earnings, ambitious superintendents a chance to advertise for new positions and to give teachers a change and pupils a rest. An additional reason might be to permit local merchants to dispose of their wares. To the teachers themselves, there is frequently wanting any appeal either as an agency for furnishing inspiration or instruction. If it commands itself at all, the benefits are largely of a social nature. The cost of holding institutes is considerable and I doubt whether the return is justified. My conclusion on this point is that the institute as at present conducted should not be continued.

To the second question the answer should be, no. The inspiration which comes from personal contact and group meetings is valuable and necessary. There is also a place for instruction which can be offered in an institute.

To the third question is submitted, the following with reasons for making some suggestions:

1. Give the institute a unifying idea. Too often the program is made up of a number of talks on miscellaneous subjects and leaves one at the end with a wonder as to what was it all about!
 2. Limit the number of speakers in the general sessions to two. One each half-day would be about right. We might learn something from the meetings of commercial, scientific and religious bodies. They hold the interest of their members better than we do; whether it is due to the manner of conducting the meeting, we do not presume to say; but their practice is to limit the number of speakers in the general sessions, and provide for much discussion.
 3. Let the instruction incline more to methods and management and less to inspiration and information. Most teachers keep fairly well informed on the facts of education and knowledge of subject-matter, but few of us improve in methods and management while in service.
 4. Have a large number of study groups—round tables—with the number of members limited. The variety of topics for study and discussion should be large and announcement made in advance of the meeting so that teachers might determine what groups they prefer to join. Let a leader be selected and a room assigned, and without any more "organization" let them go to it."
 5. If section or department meetings are wanted let them follow these group meetings.
 6. The time of holding the institute might be a factor in planning for improvement. I believe that a meeting just preceding a recess is preferable to having the break in the middle of the term.
- It is planned to develop this preliminary report by securing expressions from teachers and from county superintendents. Recommendations will be offered on how to make the institute fit the teachers' needs.

ED. I. COOK, Chairman.

RESULTS OF AMENDMENT 16

IN making a study of the results of Amendment 16, there are several objects to be accomplished. Some of the salient points that this committee considered are as follows:

1. To determine the amounts of increase of teachers' salaries in all the counties throughout the State for the year 1921-22, as compared to 1920-21. In doing this it is necessary to obtain the data for all districts.
2. To determine the effect on county rates, both elementary and high school, and also on special tax rates for maintenance. In connection with this idea, we thought it advisable to make a study of the assessed valuations of the several districts.
3. To make comparisons of total amounts received from State and county, since this is a determining factor in salary schedules.
4. To find out if the school year has been lengthened.

At the same time that this is being done, the data for minimum and maximum salaries paid

in these districts can be obtained. We think that there should be a record in Mr. Chamberlain's office of salary schedules of all the counties in the State. It might be still better to have such data in the office of each county superintendent so that any teacher or teachers' organization wishing to use the same could do so. Furthermore, as time goes on there will be attacks on Amendment 16, and such detailed information as is being collected can be used by persons needing it.

A form was sent out to all county superintendents asking for the needed information; the assessed valuation, county rate for elementary schools and for high schools, the total amounts received from the State and from the county, the number of full-time teachers, the number of months in the school year and the minimum and maximum salaries of teachers.

Reports have been received from 14 of the 58 counties, so that this statement can be preliminary only. Of the 727 Districts represented in this study, 517 have but one teacher each, 95 two teachers, 56 three and 59 have five or more.

Of the 727 districts, 49 have an assessed valuation of less than \$50,000; 78 from \$50,000 to \$100,000; 164 from \$100,000 to \$200,000, and 394 report a valuation of more than \$200,000 each.

In length of school term, 36 have 7½ months or less; 145, eight months; 340, 8½ to 9½ months, and 206, 10 months.

Concerning school taxes, 389 districts levy no local taxes; 59 levy less than 10 cents; 84 from 10 to 19 cents, and 195, 20 to 30 cents.

From the State and county together, 87 districts receive less than \$1000; 244, from \$1000 to \$1250; 192, from \$1250 to \$2000, and 204, \$2000 or over.

There are 25 districts paying teachers from \$600 to \$800; 191 from \$810 to \$990; 253 from \$1000 to \$1190, and 248 pay \$1200 or over.

In September a similar report will be called for, after which comparative summaries can be made, and the results sent out to all county superintendents, teachers' organizations and school trustees. The information should be of value.

A. S. COLTON, Chairman.

FINANCIAL SYSTEMS IN RELATION TO SCHOOLS

A REPORT will be prepared for the October meeting of the council. The committee agrees upon the following suggestions as most desirable for investigation and report:

1. Liberal versus technical interpretation of financial provisions of the State school law.
2. Possibility of separation of the financial and administrative organizations of the public school system from local and State political organizations.
3. Best means of safeguarding funds for teachers' salaries, and essential instructional supplies and equipment by means of legislative enactment, together with possible simplification of the machinery of apportionment under the present State law.
4. The best means of safeguarding the

State's contribution to local school systems.

5. The possibility of simplifying and grading budget forms, as now provided by the State.

6. The possibility of a "pay as you go" plan for financing the erection of school buildings.

7. Comparison of California's system of financing its educational system with that of other States.

8. Possibility of additional sources of revenue for the support of public education.

9. The investigation of waste of funds in the administration of schools. (This question was suggested from the floor, following the adoption by the council of the report of the committee).

If the investigation to be made by our committee is to result in any recommendations for the Legislature, our work should be careful and thorough, and should furnish evidence to support any recommendations the council should make as a result.

FRED M. HUNTER, Chairman.

REGISTRATION AND PLACEMENT BUREAU

YOUR committee on Teachers' Registration and placement bureau has no formal report to make at this time. This committee believes that the most important function it can perform is to serve as an advisory board, and to this end we shall keep in close touch with the executive secretary of the C. T. A. concerning the activities of the bureau. At the next meeting we shall make a more detailed report, and in the meantime we shall be glad to have suggestions from the members of the council.

S. M. CHANEY, Chairman.

TENURE OF TEACHERS

THE time since the appointment of your committee has been too short to allow the preparation of a report. It is the purpose of the committee to study the working of the present law involving Tenure of Teachers; for this purpose it is desirable that the committee have information on as many individual cases as possible, involving the question of Tenure; does the law have a tendency to protect useful teachers, or does it favor the retention of the inefficient ones? It is desirable also that the committee have information in regard to any interpretation of the law by the courts. Members of the Council are especially urged to send communications in regard to these points to any member of the committee.

SARA L. DOLE, Chairman.

NOTICE OF REMOVAL

The offices of the C. T. A. including Sierra Educational News and Registration and Placement Bureau will on June 15, be moved to the Phelan Bldg., San Francisco. From this date address all communications to 933 Phelan Bldg., S. F.

COMMITTEE OF FIFTEEN

THE Directors of the California High School Teachers' Association have authorized the appointment of a Committee of Fifteen to make a survey of secondary education in California, for the following purposes:

(A) To define the purposes and objectives of secondary education.

(B) To state the range and character of instruction to be given, including needed changes in courses of study and methods of instruction.

(C) To suggest a group of typical courses of study sufficiently wide in scope to meet the different needs of pupils living in the several parts of the State and under varied social and economic conditions of life, based on:

(a) A four year plan, including grades 9 to 12.

(b) The three-three plan, providing for the 7th, 8th and 9th grades in Junior High School classification, and the 10th, 11th and 12th grades in the High School group.

(c) The Junior College Courses.

(D) To file for publication with the Secretary of the California High School Teachers' Association, before June 30, 1923, a copy of its report, to be known as:

Report of Committee of Fifteen of the California High School Teachers' Association on Secondary Education.

While provision is thus made for courses of study based upon the traditional four-year high school course, it is suggested that the period of secondary education be considered as extending from the 7th to the 11th grade inclusive, and covering the period of life from ages 12 to 20, a period within which, and without regard to standards of academic attainment, plans and purposes for personal, social and economic responsibilities in life must begin to take definition in the mind of the youth.

Before making appointments of members of the Committee of Fifteen, we consulted with many of our educational leaders. The varied and complex problems to be considered have been carefully studied in connection with the appointment of each member of the Committee. We believe we have a working committee, and one that is representative of the field of secondary education.

Probably the most important single consideration in the organization of this investigating committee has been the selection of a chairman capable of directing the work, and with sufficient free time for the task. Application was made to the University of California for the release of Professor Charles E. Rugh for this purpose. The request met with a happy response. Professor Rugh has been made Acting Director of the Division of Research for the fiscal year 1922-23 and has accepted appointment as Chairman of the Committee of Fifteen, and this without financial obligation on the part of the Association. He will be at liberty to devote all necessary time to the enterprise.

The personnel of the Committee of Fifteen is as follows:

1. Chairman—Professor Charles E. Rugh, Acting Director of the Department of Research, University of California, Berkeley.

2. Elizabeth Arlett, Principal Alexander Hamilton Junior High School, Oakland.

3. A. J. Cloud, Deputy Superintendent of Schools, San Francisco.

4. Essie L. Elliott, Head Department of Home Economics, Manual Arts High School, Los Angeles.

5. Merton E. Hill, Principal Chaffey Union High School and Junior College, Ontario.

6. George C. Jensen, Principal High School, Eureka.

7. Vierling Kersey, Director Part-Time High School, and Principal Polytechnic Evening High School, Los Angeles.

8. T. S. MacQuiddy, Principal Union High School, Watsonville.

9. Dr. William Martin Proctor, Associate Professor of Education, Stanford University.

10. Emma L. Noonan, Teacher in Girls' High School, San Francisco.

11. Dr. Lester Burton Rogers, Director School of Education, University of Southern California, Los Angeles.

12. Mrs. Alice Ball Struthers, Vice-Principal McKinley Junior High School, Los Angeles.

13. Sarah M. Sturtevant, Dean of Girls, University High School, Oakland.

14. Robert J. Teall, Principal Union High School, Madera.

15. Clyde M. Westcott, Head Science Department, Hollywood High School, Los Angeles.

Ex-officio Members

Horace M. Rebok, President California High School Teachers' Association, Santa Monica.

Committee Secretary—Arthur H. Chamberlain, San Francisco.

It will be observed that the High School Teachers' Association is to have the active co-operation of the Departments of Education of the University of California in the services of Professor Charles E. Rugh, of Leland Stanford Junior University in the services of Dr. William Martin Proctor, and of the University of Southern California in the services of Dr. Lester Burton Rogers. While the study to be made is a very practical problem for all the high school teachers of California, and while it is intended that the report shall be a report of the best conclusions of high school principals and teachers actively engaged in the daily work of the schools, we have felt that the three universities conducting departments of Secondary Education should make contributions to this study, and the acceptance of membership on the Committee of Fifteen by their representatives is most cordially appreciated.

Recognizing the importance of frequent conferences between members of the Committee of Fifteen, physical considerations have been somewhat responsible for grouping the Committee of Fifteen largely about the two great centers of population in our State. An Advisory Committee, however, of State-wide representation, will be created to co-operate with the Committee of Fifteen in passing criticisms upon tentative reports and offering suggestions to the Committee of Fifteen. The membership of the Advisory Committee will later be announced.

The organization of the work of the several committees and the plans for study are in the

hands of Professor Rugh, as Chairman. We are now in a fair position to make a searching study of the problems of secondary education in California. The report of the Committee of Fifteen should enable us to better interpret the work we shall do, and better enable us to accomplish that work. It should also justify the cost of our broad program in secondary education.

Very respectfully submitted,

HORACE M. REBOK

President California High School Teachers' Association.

STATEMENT BY CHAIRMAN RUGH

SUPERINTENDENT HORACE M. REBOK of Santa Monica, President of the High School Association, is to appoint a committee of fifteen to study our common problems. Superintendent Rebok's plan affords a stimulus and a goal for studying these common problems. Both the numbers of high school pupils and the cost per pupil are rapidly increasing. Secondary education must defend its cause. We believe it has a splendid cause to defend, and trust that every high school principal and teacher in the State will want to be members of the association during this important and interesting year.

The fundamental and continuing defense for secondary education must be based upon the facts. These facts must be collected and interpreted and this must be done without pressing any unnecessary burden upon principals and teachers. A carefully planned study of our complex problems may prove rather a source of inspiration and guidance than a burden.

The work will be organized and directed in connection with the Bureau of Educational Research and Service at the University of California. The Chairman of the Committee is at your service.

Yours in the Interests of our Common Cause,
C. E. RUGH,
Chairman, Committee of Fifteen.

IN MEMORIAM OF J. W. McCLYMONDS

E. MORRIS COX, Oakland

FEW school men of California have contributed to the development of the public school system as much as did J. W. McClymonds, Superintendent and Superintendent-Emeritus of the Oakland schools.

Because of his health he retired from the Superintendency in 1913. Previous to his twenty-four years as Superintendent he was principal of the Lincoln School, Oakland, of the San Leandro School and of the Petaluma High School, a total of more than forty years of service. He was an active participant in teachers' organizations and was a member of the first Board of Directors of the incorporated California Teachers' Association. He was ever an advocate of strong and effective teacher organizations.

He was a progressive administrator. He be-

lieved in the changing of the course of study, textbooks, standards of teachers and school organization in keeping with the best development. His particularly notable achievement in the Oakland schools, and which he himself often repeated, was the most valuable act of his administration was the enlargement and development of school playgrounds. He often declared that fresh air and sunshine were primary necessities in the development of children and that every school should have abundance of both. The adequacy of school playgrounds in Oakland is to be wholly credited to him. Again in the location and planning of school buildings erected during his administration, there is still further evidence of his belief in fresh air and sunshine.

May I bear personal testimony to the worth of the work of this "forceful, vigorous, far-seeing school leader" whose loss to Oakland and the state we all mourn.

BOOKS AS TOOLS FOR CHILDREN

ONE of the most useful and attractive publications that has appeared in many a day is the eight volume reference work under the title of "Compton's Pictured Encyclopedia." In physical appearance, attractiveness of binding, beautiful illustrations, good type and especially valuable subject matter this series of books is a decided contribution.

Aside from the histories of opinion, and the literature of thought, for the nourishing of spirit, there is in our complex modern life, need for hand-books of guidance, on the way. Cyclopedias, expanded references, knowledge manuals, compends general and special, become a necessity if the intellectual life is to be made and kept sane. The world's encyclopedias have played a large part in shaping the intelligence of the people. To make of interest to all what the experts know is one aspect of general education which must not be ignored. Both adults and children respond to this stimulation. Early encyclopedias were made for the former. That scholarly men and women are ready to devote themselves to doing a kindred service for youth reveals a wholesome conviction that early cravings, also, deserve satisfaction.

This set of volumes possesses certain advantages over some other children's encyclopedias. Its material is inserted alphabetically; there is much collateral information; it is profusely and strikingly illustrated; it is thoroughly up-to-date, and written in a language that while simple enough for the pupil is masterful for the home. Numerous cross references in a remarkably full index make available much that might else escape notice. History, biography, literature, geography, music, art, science, discoveries, inventions, the industries are all considered in an orderly way, compact, concrete; fascinatingly described. Besides having the leading topics arranged in alphabetical order, there is added a fact-index of all headings under which the information is likely to occur.

At the head of the editorial staff responsible for this fascinating and unusually valuable reference work is Dr. Guy Stanton Ford, dean of

the Graduate School of the University of Minnesota. The managing editor is Dr. Samuel Bannister Harding, well known for his contributions in the field of history. On the staff is Arthur Mee, who is well known to some of our readers as editor-in-chief of the "Book of Knowledge;" Lotus D. Coffman, president of the University of Minnesota, on education; Anna B. Comstock, on nature study; John M. Coulter, on botany; Rollin D. Salisbury on geology; Frank M. McMurry, on how to study. In all, nearly one hundred eminent men and women comprising an editorial staff of distinguished authors, scientists, artists, publicists, statesmen, educators, editors and representatives in all fields of thought and endeavor; no one who is not a recognized authority in some field.

The presentation of this work is so simple and direct that it is easily intelligible to young people while at the same time losing none of its interest for the adult. It will appeal to those of limited education as it will to the well-trained scientific mind. A remarkable quality of the work is that the simple direct presentation loses nothing of scientific value. As a reference in the upper or elementary secondary schools it should be found invaluable. It will be used with profit as well by advanced students and consulted on library shelves. Of no less use it would be in the home contributing interpretation to the reading of both parents and children.

Teachers themselves will find it most stimulating in preparation for lesson giving, in filling up outlines, in directing the reading of pupils. Better than the great and learned encyclopedias with their technical language and long articles the information afforded by Compton's is so organized and distributed in chapters and paragraphs and fittingly illustrated that what is sought is easily found and the facts quickly extracted.

Compton's Pictured Encyclopedia contains twice as many pictures as there are pages in the entire work. Moreover the pictures are selected with a view of their illustrative and study value. It is a pedagogical fact that a picture should amplify and enrich the text to which it is attached. Great care has been exercised in the selection of the illustrations. Frequently they will tell more than will the reading matter. In addition to the excellent half tones there are many maps beautifully colored. These maps have been intelligently selected. Every state and every country of importance has its map in color and in relief. These with the text give an opportunity for complete visualization by the student of the country he is studying.

The book coming at this time from the press gives it that prestige which is always carried by the last word; if that word be authentic. The entire treatise has been written since the close of the World War. This makes unnecessary extended investigations in other works. All in all it is a usable and valuable work filled with material of universal concern such as may find application in the every-day life of the individual.

REGISTRATION BUREAU

A MESSAGE TO TEACHERS AND EMPLOYING SCHOOL OFFICIALS

WITH offices in San Francisco, Los Angeles and Berkeley, the Registration and Placement Bureau of the California Teachers' Association is now giving a State-wide service. A large number of teachers have already registered and registrations are coming in by every mail. Many calls for teachers have already been made. It is highly important that teachers desiring positions for the coming school year should register **at once**. Credentials will be filed in the San Francisco, Los Angeles and Berkeley offices, ready for inspection by employing school officials.

Where to Send Registration Blanks and Checks

Correspondence, registration blanks and checks should be sent to the main office in the Flood building, San Francisco. Members desiring positions in the South only may correspond with the Los Angeles branch office (Loew's State Theatre Bldg., 7th and Broadway, Los Angeles).

Los Angeles and Berkeley Offices

The Berkeley branch office, in charge of H. W. Heiken, formerly County Superintendent of schools in Sutter County, will be open until September 1st. The Berkeley office is conveniently located in the Lederer, Street and Zeus building, ground floor, 2157 Center street (near the Center street entrance to the University grounds). F. L. Thurston, secretary of the southern section, C. T. A., will be in charge of the branch office of the Registration Bureau in Los Angeles.

Where School Officials Should Call

School officials desiring personal conferences with teachers or wishing to make a careful study of bureau records should call at the branch offices in Los Angeles or Berkeley.

ANNUAL MEETING CALIFORNIA COUNCIL OF EDUCATION

THE annual meeting of the California Council of Education was held at the Hotel Oakland, Oakland, California, April 8, 1922, at 10 o'clock. The meeting was called to order by the President, E. Morris Cox. The roll call by Executive Secretary Chamberlain disclosed the presence of the following members:

Bay Section: Miss Elizabeth Arlett, Ben Ballard, Miss Ethelind Bonney, Frank H. Boren, A. J. Cloud, A. S. Colton, E. Morris Cox, C. J. DuFour, J. E. Hancock, Fred M. Hunter, Miss Gail Moody, Geo. M. Thiriot, Miss May C. Wade.

Central Section: Clarence W. Edwards, E. W. Lindsay, Miss Winifred Wear.

Central Coast Section: Robert L. Bird, Miss Cecil M. Davis, T. S. MacQuiddy.

Northern Section: E. I. Cook, S. M. Chaney, L. P. Farris, James Ferguson, Miss Harriet Lee, Mrs. Minnie R. O'Neil.

North Coast Section: Robert A. Bugbee, F. L. Caughey, Roy Good, George C. Jensen.

Southern Section: C. E. Akers, George E. Bettinger, George C. Bush, A. R. Clifton, Ray O. Diether, Sara L. Dole, D. K. Hammond, Merton E. Hill, Miss Ida C. Iverson, H. C. Johnson, Mrs. Eugenia West Jones, Mark Keppel, Ira K. Landis, Miss Adele M. Mosseman, Miss Manie Newby, Willis T. Newton, A. S. Pope, Mrs. Blanche R. Reynolds, A. P. Shibley, Mrs. Grace C. Stanley, Paul E. Stewart, W. L. Stephens, F. L. Thurston, Miss Wilhelmina Van de Goorberg, J. F. West, George E. Wilson.

The minutes of the last meeting were approved, as printed in the Sierra Educational News. The report of the President, E. Morris Cox, was presented, the report appearing in the May number of the Sierra Educational News. On motion of Mr. West, the usual formality of simply filing the President's report was set aside, the report being approved, and President Cox being extended a hearty vote of thanks for the splendid work he had accomplished during his presidency of the Council.

The report of the Executive Secretary was presented, the President suggesting the acceptance of the report and its reference to the Board of Directors, that the recommendations made therein might be given full consideration. It was so ordered.

The report of the Auditor, submitted the day previous at the Board of directors' meeting, was read. Dr. Richard G. Boone presented a report with valuable statistics on the C. T. A. membership; Mr. James A. Barr, a report on the Teachers' Registration Bureau, and Miss Mabel Bogges a report on the Sierra Educational News. Dr. Boone also presented a report on Teachers' Reading Circle Work. All of these reports will be found in the May issue of the Sierra Educational News. The report on Teachers' Reading Circle was referred to the Committee appointed to study the control and support of a California Teachers' Reading Circle, the appointment of such a committee being recommended by the President, this committee to work in conjunction with Dr. Boone and Superintendent Will C. Wood.

Mr. Mark Keppel, as Chairman of the Committee on Amendment 16, reported on the results of the amendment. A splendid statement on this point by Mr. Keppel will be found in the April issue of the Sierra Educational News.

President Cox suggested that members of the various committees hold preliminary conferences and that the council adjourn, to convene again at 1:15.

Meeting called to order at the appointed hour. On motion of Mr. West, there was named a Committee of Five to act as a Committee of Appreciation on the splendid work done by Mr. Cox. This committee was as follows: A. J. Cloud, Chairman; Miss Wilhelmina Van de Goorberg, Mrs. Grace G. Stanley, Mr. Sam Chaney, Miss Cecil M. Davis. The hour for the election of officers was at this point decided upon as 2:30 p. m.

Of the reports committee presented, most of them of a preliminary nature, the order was as follows: Report on Americanization, Mr. J. E. Hancock, Chairman; Bases for Determining Teachers' Salary Schedules, W. L. Stephens,

Chairman; Basis for Determining Grading and Promotions of Pupils, Miss Adele Mosseman, Chairman; Effects of Recent Legislation upon Rural School Supervision and Suggestions for Its Improvement, Mrs. Grace C. Stanley, Chairman; Financial Systems in Relation to Schools, Fred M. Hunter, Chairman; Junior Colleges, Merton E. Hill, Chairman; Means for Extending Local Teachers' Organizations and Their Affiliation with the California Teachers' Association, Ira K. Landis, Chairman; Means for Properly measuring Abilities and Capacities of Teachers, J. F. West, Chairman; Professional Training of Teachers, A. J. Cloud, Chairman, report presented by Frank H. Boren; Re-organization of the School System, Mark Keppel, Chairman; Study of the Kindergarten System, Miss Ethlind Bonney, Chairman; Registration and Placement Bureau, S. M. Chaney, Chairman, Teachers' Retirement Salary Law, Wilhelmina Van de Goorberg, Chairman; Teachers' Professional Code of Ethics in Relation to Fellow Teachers, Administrative Officers and School Patrons, Miss May C. Wade, Chairman; Tenure of Teachers, Miss Sara L. Dole, Chairman; The Teachers' Institute, E. I. Cook, Chairman; Special Committee on Amendment 16, A. S. Colton, Chairman. These reports were, on motion, approved. Such as have reached the desk of the editor are included in this issue.

Mr. Cloud, on behalf of the Committee on Appreciation, addressed the Council as follows: "Being most appreciative of the invaluable services rendered the organized teaching body of the State, by its retiring President, Mr. E. Morris Cox, during his nine year incumbency of the office of President, the California Council of Education, while fully sensible that no compensation can adequately reimburse him for his unselfish devotion and his lavish expenditure of time, labor and energy in the cause of education; yet as an expression of its gratitude hereby instructs the Board of Directors to appropriate the sum of \$500.00, to be presented to Mr. Cox as an honorarium at the expiration of his term as President." Mr. Cloud moved the adoption of the resolution which motion was seconded and carried with hearty enthusiasm.

Mr. Cox responded: "I am sure I can't express to you my appreciation of your expression of appreciation. I know that I am not deserving of any such expression, excepting insofar as during not only the nine years of my presidency, but of several years before that of active participation in committees and other work, that I have maintained throughout it all, one idea of doing just what I thought was right, regardless of whose toes I stepped on, or who happened to be pleased or displeased by what I did. I had enough faith that the right thing would triumph. I thank you very much indeed."

Consideration was given to the matter of defraying the expenses of delegates from the California Teachers' Association to the N. E. A. Opinion prevailed that the expenses of the President and Executive Secretary should be met in attendance at this meeting, and likewise the expenses of the State Director, in so far as these were not paid by the N. E. A. It was understood that any further representation to which the State Association is entitled

shall be in accordance with the number of members in the various sections. It was reported that California was entitled to 19 delegates. The hope was expressed that the various sections would find it possible to provide at least part of the expense of sending delegates to represent the State from the Sections.

President Cox read a communication from Professor C. E. Rugh of the University of California, requesting that a committee be appointed to confer with the University authorities on the problem of religious education. The President was authorized to appoint a committee of five to confer with the University authorities, this committee to consist of Henry C. Johnson, Chairman; Willis T. Newton, A. R. Clifton, Mrs. Grace C. Stanley, and Mrs. Minnie R. O'Neil. A communication from the High School Teachers' Association of Los Angeles, through Mr. Newton, the President, suggested the appointment of a committee to secure facts and figures relative to the sabbatical year. On motion to appoint a committee, the President named Mr. Newton as Chairman, the other members to be announced later.

The Executive Secretary again pointed out the need for funds on the part of the various committees in pursuance of their investigations, saying he would ask each committee chairman for a statement as to the amount of money needed to do the necessary work. The President made it clear that moneys would not be forthcoming at this time for committee work, as the treasury would not permit, but that it was important to have statements from committee chairmen in order that we might look forward to increasing the income of the Association, and to the time when funds might be adequate to carry on the work in a proper manner.

The meeting adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

MEETING BOARD OF DIRECTORS

THE meeting of the Board of Directors of the California Council of Education was held in the office of the Executive Secretary, April 7, 1922. The meeting was called to order by the President, E. Morris Cox. Roll call disclosed the presence of the following members: A. J. Cloud, E. Morris Cox, Cecil M. Davis, Merton E. Hill, George C. Jensen, Wilhelmina Van de Goorberg and J. F. West. Miss Richmond and Mr. Robbins were both detained from the meeting owing to illness.

The minutes of the last meeting as read by the Executive Secretary were approved. The Secretary presented the financial statement for the year 1921. There was also offered in detail the explanation of certain items in the report. The Secretary presented a special report that had been called for at the preceding meeting, this having to do with the maximum needs of the Association and the amounts of money that should be available to properly carry forward the work of the organization. This report showed that a much larger income was needed to pay present salaries and to add to the personnel of the office force as well as to furnish

funds for the activities of the organization.

The Auditor's report was presented to the Board and this together with the financial statement ordered printed in the Sierra Educational News. (See May, 1921 issue.)

Miss Davis, as Chairman of the Budget Committee and the Secretary presented the budget for 1922 with an accompanying statement. Upon motion of Mr. Hill the Budget was adopted.

There was discussion of the work of the Registration and Placement Bureau and needed development of this branch of our organization.

In considering the matter of delegates to the N. E. A. the Secretary reported word from Secretary Crabtree that California had 7627 members in the N. E. A. and that we were entitled to nineteen (19) delegates. The Board determined, through a motion of Mr. Hill, that the President and Executive Secretary should be sent as delegates at the expense of the State Association and in case these officers could not attend that they be authorized to transfer their credentials to other officers in the Association; that the State Director should be sent likewise with a recommendation to the N. E. A. to provide part or all of such expense of the State Director if possible.

Mr. West moved that each of the sections recommend delegates for their individual section and that the President and Secretary be authorized to issue credentials to these persons. The suggested apportionment to the sections of delegates made by the Executive Secretary was accepted as follows: The North Coast, Central Coast and Central Sections 1 each, Bay Section 4, Northern Section 2, Southern Section 8—Total 17, this being proportionate to memberships in the sections. These 17 together with the President and Secretary gives a total of 19 members. The Board then determined that the whole matter should be placed before the Council as the recommendation of the Board and that the President and Secretary have the authority to appoint delegates to fill vacancies.

Ratification was given to the matter of the \$3.00 fee which had been voted by all the six sections of the Association.

Under discussion of the opening of the branch State office in Southern California the matter was by motion of Miss Davis recommended to the consideration of the incoming Board of Directors.

The meeting adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

MEETING OF INCOMING BOARD OF DIRECTORS

THE incoming Board of Directors of the California Council of Education met at the Hotel Oakland, Oakland, California, on April 8, 1922. The meeting was called to order by President Mark Keppel at 4:30 p. m. Roll call by Executive Secretary Chamberlain disclosed the following members present: Messrs. Chaney, Cloud, Cox, Miss Davis, Miss Dole, Mr. Jensen, Mr. Keppel, Miss Wear, Mr. West.

Mr. Keppel was the unanimous choice of the Board for President, and Mr. Chamberlain for

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Executive Secretary. The Oakland Bank of Savings was named as treasurer.

The Board ratified the action of the Council in setting aside \$500.00 as an appreciation to retiring President Cox, the Executive Secretary being authorized to draw a check accordingly. The President, Executive Secretary and State Director of the N. E. A. were on motion declared to be delegates to the N. E. A., with expenses paid, the N. E. A. to be asked to finance the State Director if possible. The 17 additional of the 19 delegates to which the C. T. A. is entitled were by motion apportioned as follows: One each to the Central, Central Coast and North Coast Section, 4 to the Bay Section, 2 to the Northern Section and 8 to the Southern.

The Executive Secretary reported that Mr. Avery and Mr. Davidson had been acting as auditors. As the appointment of these auditors lies in the hands of the President, Mr. Keppel declaring he desired to continue this committee in office if they would consent.

Meeting adjourned.

ARTHUR H. CHAMBERLAIN,
Executive Secretary.

ANNUAL MEETING CENTRAL SECTION, C. T. A.

THE meeting of the Central Section, California Teachers' Association, was held at Fresno, April 3, 4, and 5, 1922. The meeting was originally scheduled for March 13th, 14th, and 15th, but was postponed owing to the influenza epidemic. This postponement resulted in Kings County holding her institute at Hanford on the original dates scheduled, thus leaving only Fresno and Madera Counties, and Fresno City, to participate in the annual convention. The general sessions were held in the auditorium of the beautiful new High School, only recently completed, at Fresno. President Clarence W. Edwards of the Association had, in the organization of the program, the splendid co-operation of Superintendents Craig Cunningham of Madera County, William John Cooper of Fresno City, and Miss M. L. Richmond of Kings County.

The general sessions were as formerly, at Fresno, participated in with enthusiasm. The music furnished at these meetings is always a feature. An interesting event was that of Monday evening, when a cast composed of members of the High School faculty of Fresno High School, presented for the benefit of the members of the Association, the Trial Scene from the "Merchant of Venice." This was much more than an amateur performance. The costumes, the stage setting, and the acting throughout were of a high order. The performance was under the direction of Mr. Leo Cooper, who played the part of Shylock. Captain Delbert Brunton, principal of the High School, impersonated Antonio. Among those who during the meeting contributed to the musical programs were: Mr. Earl Towner, Mrs. Earl Towner, Miss Inez Coffin, Mrs. John J. Alexander, Mrs. Marie Partridge Price, Charles Frisbee, Mrs. R. G. Retallick, and other prominent musicians.

Of speakers from outside the Section, there

were: Dr. R. B. von Klein Smid, president University of Southern California; Harvey L. Eby, University of California; Dr. E. D. Adams, Stanford University; Dr. Tully C. Knoles, president University of the Pacific. Other speakers before the general sessions were: President Clarence W. Edwards; Supt. William John Cooper of Fresno; Arthur B. Clark, Stanford University; Miss Winifred Van Hagan; Dr. F. W. Thomas; P. F. Valentine, Fresno State Teachers' College; Arthur H. Chamberlain.

There were a large number of section meetings, well attended, and productive, through the papers and discussions, of most excellent results. These included sections on Physical Education, Kindergarten, Agriculture, Elementary Arithmetic, Art, High School Girls' Advisors, Citizenship and Naturalization, Library, Foreign Languages, Home Economics, Manual Training, Parent-Teacher Associations, English (Secondary), Elementary Reading, Music, Penmanship, Continuation and Part-Time Classes, Social Sciences (History), Fresno County Principals, Mathematics (High School), Natural Sciences. The Elementary Department was presided over by Mr. Fred L. Summer of Clovis; the Secondary Department by Mr. Robt. J. Teall of Madera.

The Section elected as President for the next year, Mr. Robert J. Teall, Principal of the High School at Madera, and, as members of the Council of Education, Mr. E. W. Lindsay, Fresno, and Miss Winifred Wear, Chowchilla. Mr. James A. McGuffin continues to serve as Secretary.

ARTHUR H. CHAMBERLAIN.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS STATE BOARD OF EDUCATION

THE regular meeting of the State Board of Education occurred March 27th-April 5th; and a joint meeting with a committee of county and city superintendents at the same time. On April 3-4, there was a joint session with the Presidents of the State Teachers' Colleges. From the proceedings of these several conferences extracts are here summarized in the acts of the Board.

Until some provision can be made to furnish geography texts for the intermediate elementary grades, the Advanced text, Parts I and II may be used in either grades seven and eight, or six and seven. The Legislature will be asked to enact a law to set aside to the State textbook fund an amount computed at \$1.00 per pupil for each year.

It is expected that the course of study in preparation for the elementary schools be presented and critically discussed in the summer courses for teachers.

Concerning long-term teacher-credentials, the following were adopted: for junior high school, a course in the principles underlying the junior high school; for long term elementary credential, a course in the principles of elementary education, and for high school teaching, a course in the principles of secondary education.

With seven institutions in the State established for the training of elementary teachers

(Continued on Page 359)

FROM THE FIELD

(In this column there will appear from month to month, brief notes or queries from readers—short, pertinent, helpful, personal expressions upon local, or State educational affairs. Reports are welcomed.)

TEACHERAGES

To the Editor:

The recent legal decision that public funds may not be used to provide teacherages in out-of-the-way districts suggests that some other must be found to remedy an unbearable condition. In certain places half the teacher's battles are won if he can find a suitable boarding place. Fortunate if he can have a home of his own. In most rural districts he must board out. He is only a human being with common wants. He must have pleasant, comfortable surroundings, with opportunity for relaxation, quiet and uninterrupted work if he is to do his best teaching. Maybe the thing to do is to keep a check-list of good and bad stopping places to hand on to one's successors.

WALTER O. FROST.

FEAR OF STRONG MEN

To the Editor:

Permit me to congratulate you on the two bull's eyes you made in the current issue of the Sierra:

1. That history is **not** a memoriter study;
2. That the crying need of our schools is more abundant and more accurate scholarship.

I wish you had seen your way clear to also state: Too many Principals and Superintendents do not want men in their respective faculties who are **above** a certain ability. Many Superintendents and Principals have a professional fear of the "strong" man. The writer could indicate such in many corners of California.

Hence we need **much larger** administrative units, and teaching appointments, men of broader vision or who have less personal bias. Just now, the most certain, the most sure way of not getting a desirable position is for a "strong" man to show his strength. 'Tis a pity, I know, but such is the fact.

W. J. ALEXANDER,
Truckee, California.

THE RETIREMENT SALARY LAW

To the Editor:

That Retirement Salary Law! I am no friend of this law, and take pleasure in giving it a box on the ears. "To him that hath shall be given, and from him that hath not shall be taken away that which he hath." Such is the provision of the teachers retirement salary law. Oh, Justice! Gird on thy armor.

E. E. L. ROBINSON.

IN MEMORIAM

To the Editor:

With the passing of Miss Clara Midcalf of Glendale, California, March 4, 1922, educational circles in Southern California have lost a loyal friend and co-worker.

As a member of the Council of Education, she carried with her the confidence of her community.

Twice president of the Glendale City Teachers' Club, she filled her office lovingly, progressively and efficiently.

Miss Midcalf ably represented the local club at the N. E. A. convention of 1920 in Salt Lake City.

Her personality extended its beneficent influence through many channels, in civic, social, educational and religious life of her city.

The memory of her type of womanhood, expressed in high ideals and in loving service, will indeed be an inspiration to all who knew her.

LORRAINE MITCHELL.

SAN DIEGO WAR MEMORIAL

My Dear Editor:

I hate to be writing letters to the "News" so frequently, but, occasions seem to demand that someone "speak up," and since no one else down here in San Diego does so, I shall have to bear the burden alone till another arises to help!

I'm now troubled—as a loyal San Diegan, proud of our city's accomplishments and performances—over your editorial on page 177 of the April "News," entitled "Soldier Memorials." For, Greenwich, Connecticut, is given praise—and we would not detract from it, either—for "erecting a War Memorial High School," when away last September San Diego christened its first Junior High School as the "Memorial High School," and we never had any word of commendation for it. Not that we wanted it; but, if the action of such naming is to be commended, we of San Diego would like at least the remainder of our State to know that we were alive to the noble and patriotic sentiment of thus memorializing the services of "our boys" "who gave their lives that the Nation might live," even previous in time to that of exalted Greenwich.

It might be of interest to you to know that our second Junior High School has been given the illustrious name of "Theodore Roosevelt" Junior High School. Its corner-stone will be laid Saturday, April 29th, under august Masonic dedicatory auspices.

PETE W. ROSS.

EDUCATIONAL LITERATURE

The Rural Community—By Llewellyn MacGregor. The Macmillan Company. Pages, 239.

With all of the aroused interest during recent years in the country life movement, the rural life is little known, by its population and little appreciated and less by the city. With the many modern conveniences—more frequent mails, telephone communication, better roads and nearer markets, the unequal privileges between city and country are much lessened; but except in a few favored regions, the yet sparse and tenant population, a more or less isolated institutional life, less efficient schools, migratory teachers and preachers, far less sanitary care and few amusements for either young or old, the country seems to city dwellers uninviting. But there are compensations; there is far less than in populous centers, peril to life and property, fewer evil influences about youth, the chance for a soundly personal, as contrasted with city's inevitable conventionality, freedom from competitive details of occupation, and an initiative that escapes the feeling of dependence upon others. All this will be found brought out in this book by Mr. MacGregor. It contains more apt illustrations of fine citizenship possibilities than have many books on Civics; its characterizations of neighborhood institutions are intimate and sympathetic; its educational conception for the most isolated, as well as suburban community, is practical but stimulating. The picturing of the two units (city and country) is done with an artist's touch. A chapter on how to know the rural neighborhood, entitled, "The Survey and its Adaption to the Rural Community" is excellent. Ending each chapter are questions, many of which are real problems and involve investigations. The bibliographies have been critically selected. Altogether, it should be found a useful guide in reading or study clubs among rural teachers and parents, not forgetting school trustees and civic organizations; and a source of material for teachers' meetings and institutes.

The Earth and Its Life—By A. Waddingham Seers. The World Book Company. Pages, 208.

The teaching of Science in the pre-collegiate schools of fifty years ago was meager compared with the undertakings of today. The subject was neither so comprehensive nor so specialized. Students got a good deal of more or less crude knowledge of the several sciences, but little enough about any one. It was taught from the textbook, mainly, not in the laboratory. Laboratories were for the almost exclusive use of the college. The method was didactic and more or less formal. Each student was expected to get a survey of most, if not all, of the eight sciences then current. There was a text in each that might be completed in a term of twelve weeks. In some of them there

were experiments, performed for the most part by the instructor—rarely by the students. Such material as it was thought could be arranged for such elementary uses was scanty; and to a present-day scientist or science teacher in the schools, it would be regarded as superficial, scrappy, unscientific. But to its credit, it made lovers of science and scientific studies. It opened the gate into a new wisdom of the world; of thing and force; of change and natural causation. It stimulated intelligence about the world we live in and its interesting phenomena. It was an inviting field and developed critical observers in hundreds of young men and women. The doctrine of evolution, so far as the public was concerned, was in its infancy, but aroused among students of the sciences an abounding interest.

The general Science courses of today do not cover the same field, nor meet the same response. They offer snatches of specialized sciences, but no comprehensive view of natural phenomena; too little of each in selected parts, and no view of the whole of which they are parts. The course, as generally presented, neither produces scientists nor men and women of sympathetic understanding of world phenomena. All this is ventured, to introduce the book, "The Earth and Its Life," whose intelligent teaching should come near to doing for youth of a fore-shortened school period of today what the non-laboratory but picturesque science teaching did for youth in that day—give a breath of vision and interest, a knowledge and comprehension of important changes in man's environment and their causes, acquaintance with the elements of scientific thought and its explanations. The Earth as a part of the Universe, land formation, the crust and its movements, the coming and evolution of life as plants and animals, animal types, including man, periods in civilization,—are all described in careful text and illustrated with nearly 100 pictures, maps, charts, etc. It is evidently written from full knowledge and yet suited for use in either junior or senior High Schools as a unit of study for short-termers or as an introduction to further study of science. The conception is admirable and the treatment stimulating.

The Pupils' Workbook in the Geography of California—By Frederick A. Rice and William G. Paden. Pages 80. Price 40 cents.

Here is an exercise book on the project method based on the geographical problems which Californian's face. This is not only the second largest State in area but of many and unusually varied geographic features. In natural resources and soil fertility and transportation facilities and world-trade interests and progressive institutions and a virile, forward-looking population; with multiform manufacturing industries, almost unlimited water for

power and irrigation, and with a population exceeded by seven states only, six of them in the older East; California is rich in material for geographical study and the use of projects, attractive to pupils and of easy direction by the teacher. Rice and Paden have devised a rational and interesting teaching device. Fifty groups of information are given one or more pages each, with stimulating questions and problems; map forms to be filled in from collected information; tables, charts and graphs; comparative estimates of products by states and by California counties; the distribution of rainfall and the variety of crops. It is an astonishingly comprehensive compend of the State's geographic, economic and industrial features. Its information given in compact and graphic form makes unnecessary many reports for reference and their searching by the teacher. Nothing equally good has been issued on California resources and wealth to accompany geographical study. It is a collection of information which the business man and the home would find worth while. One who once comes to know it will want it at his elbow for ready use.

The Teaching of General Science—By W. L. Eikenberry. The University of Chicago Press. Pages, 169. Price \$2.00.

Beside the separate sciences—physical, social and psychological, there is science; accurate verified knowledge of things and processes and a method appropriate to its acquisition. On the one hand there is needed by every one a fund of trustworthy knowledge of the diverse phenomena that constitute our environment, and on the other, the habit of using the same method in our daily behavior toward things and people and institutions. Our reactions to them make up a large part of life. The special sciences have their own justification and satisfy specialized needs; it may be for the technical purposes of economic intercourse or for advanced scholarship. But for the mass of people neither is called for. Yet all need—the scholar and the worker, the directing head and the subordinate, the law-maker and the citizen, the home-provider and the home-maker, the money-getter and the spender—all need a trained predilection for facts of significance and their valid interpretation. It has seemed strange to the uninitiated among us that while there are excellent teachers of one or more particular sciences, there have been found few or none who could free themselves from the bias of their specialty, and train youth in the scientific attitude of mind through appeal to the phenomena of material processes.

The text noted above lists 27 books all nominally treating of general science, and all within ten years. There is given a list of the "unit groups," also, as found in important texts, 79 in all, ranging from thermometers to insect carriers of disease, which are said to include "more than 50 per cent of the space in all books." The author adds a caution against "any greater uniformity . . . since freedom of experimentation is essential to progress." The list would seem to be representative of what is regarded as characteristic of "general science," the number of books including the

several topics varying from 10-18. Further, distinguishing between a system of the Sciences and general scientific knowledge, says, "that the pupil ought eventually to obtain a grasp of their logical systems is not doubted by any one, but the real task is not that of organizing for pupils one or two sciences. The task is to assist them to organize their entire material world in a logical fashion." This statement introduces a wholesome conclusion: that the basis for the organization of science for the beginner "is to be found in the world of the pupil, not in that of the scientist or the teacher." (1) Each principal unit of instruction begins with a real situation; and (2) no attempt is made to secure a representation of all fields of science. In the "Teaching of General Science" Mr. Eikenberry has rendered a valuable service, primarily to teachers, but also in the interest of children and youth, if only the advice be taken.

Historical Readings—By Helen B. Bennett and Joseph A. Haniphy. Rand McNally and Company. Pages, 440. Price, \$1.50.

This is a sort of source-book in American history. The authors are editors and the story of fifteen somewhat distinct periods, crises or movements from early attempts at discovery on this continent down to the close of the World War, is told in the words of nearly 100 authors, with more than fifty portraits. The extracts are taken, many of them, from the pen of those who took part in the event described. The general sequence of occurrences has not been disregarded and the authors speak with authority. It is a book that may be used as a reader in any post-elementary class; as an introduction to the social science studies, and would be found valuable as a reference for students of American history in either the junior or senior High Schools, or in the correlation of history with English. It may well go into the home library and, in California's County library should be an effective instrument in Americanizing both American born and foreign citizens or would-be citizens. It should be peculiarly suited to evening school classes.

Boys of the Ages—By Laura Woolsey Lord Scales. Ginn and Company. Pages, 210. Price 72 cents.

The sub-title, "Their Dreams and Their Crafts," indicates the contents. The nine stories typify as many arts. The stories follow the Promethean ambition to make man the craftsman of the universe, to use his hands, to build houses, to domesticate the animals, to understand numbers and letters, to discover joy and beauty, and as Man the Artist, to create beauty. Life is pictured in many lands, the Egyptian builder, the Greek sculptor, the Roman soldier, the Saracen scholar, the Flemish weaver, the Italian painter, the English poet-adventurer, the French artist, the American silversmith. Each chapter is artistically illustrated by a half dozen or more pictures, portraits, art productions, etc. It would be difficult to find a more fascinating book of stories than this tiny "Boys of the Ages" with their dreams and their crafts.

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NOTES AND COMMENT

Both written and spoken English are receiving steadily more attention in the schools; the former notably so, the latter at its beginning only. There are few teachers, as yet, equipped for voice training and oral expression. With most persons speech is relatively ineffective. Neither the familiar and thoughtful use of words and the convincing sentence, nor the control of the voice to purposed effects, is common, among the educated, even. Yet mastery in both may be acquired, and tempered and expressive speech be made habitual. It must be begun in the schools, and persistently followed up. Both children and youth are handicapped by the bad examples they most often hear—not the iniquitously foul, only, but the lazy, indifferent, ill-conditioned talking from habit, and not from understanding. Add to this the straining of the voice, the slurring of sounds, the utterance of a stream, rather than a meaningful grouping, of words,—and most of us torture the language that is so important an instrument for effective intercourse.

In a number of the Teachers' Colleges and in certain private schools, as well as the universities, the approaching summer sessions have advertised special courses on speech correction, with clinics, and public speaking with voice training, applied also to dramatic interpretation, with play production and story-telling. There is a growing demand for teachers of these subjects and the courses offered will doubtless be well patronized. Teachers may be expected to furnish the standard of excellence in both formal speech and the handling of the voice. But like many other ideals this has been slow in coming to a head. Among the results of the school should be an easy and pleasing use of our vernacular.

At the recent State Convention of High School Principals held in Pasadena were passed resolutions admirable in form and constructive in purpose—a model presentation. It is regrettable that space does not permit of including them complete.

For sufficient reasons the holding of State-wide conventions of student body presidents and secretaries of high schools was condemned; the Towner-Sterling Bill was unanimously reaffirmed; visual instruction endorsed and the State Board of Education urged to provide a stereoscopic and motion picture exchange; that a system of State insurance of public property be legalized; and that the repeal of the four-year period for adoption of high school texts be accomplished. A strong resolution was passed urging the Regents of the University to provide more adequately for those students who wish to prepare for a medical career, now much restricted. The State Teachers' Colleges were asked to report back to the principals of high

schools the scholarship records of their former students. The work of the California Polytechnic School at San Luis Obispo was commended. There was hearty commendation expressed of the part-time education provisions and an extension of the means of their enforcement urged. The junior high school was regarded as the "most effective institution for dealing with the adolescent and that from the seventh grade it be recognized as an organic part of the secondary school system in both name and financial support. The Convention reaffirmed its resolution of 1921 condemning the organization of secret fraternities in high schools and asked the appointment by Commissioner Olney of a committee to confer with university authorities for their co-operation in an enforcement of the law prohibiting such membership.

It is estimated that, by frequent changes of teachers and the "breaking in" of beginners, the schools of the country suffer a hundred million dollars' loss annually. The average length of service of rural teachers in most states is less than three years; in cities, five

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Carpenter's new books are equipped as real textbooks. For necessary locational work each book contains a fine, double-page, colored map of the continent; and in addition colored political maps of the several countries, and many black-and-white route maps, which are essentially commercial maps of the highest value. Excellent teaching helps have been added in the form of problems, research questions, proposed journeys, use of tables of products, etc., all in relation to and comparison with the United States.

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(For Fifth Grade)
- Carpenter's New South America (Ready)
(For Fifth Grade)
- Carpenter's New Europe (Ready)
(For Sixth Grade)
- Carpenter's New Asia (In Press)
(For Sixth Grade)

The California State Board of Education has recommended the use of geographical readers in middle grades, instead of any First Book in geography. In carrying out this recommendation of the State Board, these new Carpenter books will be found most serviceable.

Further information concerning these books will be gladly sent to any teacher or superintendent.

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years; in high schools, longer, perhaps. To this must be added the shifting of teachers from one position to another. This is considerable, especially in rapidly-growing populations. California suffers less, possibly, than most others. But even here the turn-over is both a detriment to teaching and an increased cost to the State. If to this condition there be joined the ill-adjusted school exercises that entail the re-education of ten to fifteen per cent of repeaters among pupils, it will be seen that both educationally and economically, the schools in the best appointed systems, even, are far from the ideal of efficiency. One western state, with approximately 350,000 pupils and 14,000 teachers, estimates the total money loss at not less than 15 per cent. What is it in California?

(Continued from Page 352)

and for other obvious reasons, the Board announces that it will no longer accredit any institution which is not publicly supported and publicly controlled; and further, that for kindergarten certification, only such institutions will be accredited as maintain faculties, courses and equipment in all respects equivalent to those maintained in the State Colleges.

Advertisements and call for bids were authorized for texts (not more than two volumes) in hygiene; and in civics; to be filed not later than September 1, 1922.

Carrying out the provisions of the Legislature of 1921, constituting Teachers' Colleges, the State Board specifies for the degree of Bachelor of Arts, 42 units of required work—psychology, social and biological and physical sciences, English and physical education; and 22 units of lower division electives from 20 groups; 21 units of prescribed upper division Education, with 43 units of general electives—a total of 128 units. Matriculation requirements of candidates entering the degree courses in Teachers' Colleges are made identical with those of the University of California.

Steps have been taken to organize a course of study specially suited to the junior high school.

Under Commissioner Olney's direction a committee of University and High School teachers to investigate the approved list of High School text-books in history "with reference to historical errors of fact and wrong interpretations."

Concerning High School certification the State Board has raised the requirement of professional credits in education courses from 15 to 21 units.

WILL C. WOOD, Executive Secretary.

Ginn and Company announce for early publication in the fall a Song Primer by Mrs. L. V. Sweezy, Director of Music in Education at Mills College. For the first time in the history of school music books the little tots are to be given in this Song Primer beautiful songs accompanied by Colored Illustrations. The illustrations were made under the direction of Mrs. Sweezy by the talented Los Angeles artist, Frances Shrewsbury. The Song Primer does not demonstrate any particular method, therefore can be used advantageously in a supplementary way with any course.

Two New Spanish Books

CUENTOS Y LECTURAS EN CASTELLANO. By María Solano, Boston Normal School.

A beginning book for junior high school or regular high school, carefully graded in text, and providing varied and colorful reading matter and an ample everyday vocabulary. Illustrated.

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DECISION OF ATTORNEY GENERAL

State of California

OFFICE OF ATTORNEY GENERAL
San Francisco, March 24, 1922.

Hon. Will C. Wood,
Superintendent of Public Instruction,
Sacramento, California.

Dear Sir:

I HAVE your communication asking different questions concerning the construction of section 1609 of the Political Code, as amended at the 1921 session of the Legislature. You ask:

First. Is it the duty of a school board to classify as a permanent teacher one who had, at the time of the said 1921 amendment becoming effective, taught two years in such a school district as to meet all the requirements of subdivision fifth of said section 1609?

I advise you that this question should be answered in the affirmative.

Second. You ask whether in such a case as is above described, the school board should wait for an additional two years, that is for two years after the amendment became effective.

You are advised that this question should be answered in the negative.

Third. A teacher will have been employed for two full school years at the time of the closing of her school on June 2, 1922. At that date, all of her teaching under the terms of a contract for two years' employment will have been finished. The contract, however, was dated July 1, 1920, so that measuring the contract as from that date the two years that it would have to run would be until July 1, 1922. You ask whether the school board may dismiss this teacher by notice given on or before June 10, 1922. I understand the notice is given after June 2d.

Subdivision fifth (d) authorizes school boards to classify as probationary teachers those persons employed as teachers for the school year and who have not been classified as permanent teachers as thereafter provided, such classification to be made at the time of employment and thereafter in the month of July of each school year.

Subdivision fifth (i) authorizes school boards to dismiss probationary teachers during the school years for cause only, as in the case of permanent teachers "except that on or before the 10th day of June in any year the governing board may give notice in writing to a probationary teacher that his services will not be required for the ensuing year."

Subdivision fifth (e) authorizes the school board to classify as permanent teachers all persons who shall have been successfully employed as teachers by the district for two consecutive school years at the time of classification. It is further provided that "such classification shall be made at the end of the two years of such employment."

In my opinion the language last above quoted requires the classification of such a teacher as you have described at the end of the said two

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The Story of Chicago, Hall	4-5	.90
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South America: A Geography Reader, Bowman	6-7	1.25
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years teaching service, which service ended
June 2, 1922.

June 2, 1922.

Fourth. With reference to the third question above you ask whether the school board can re-employ this teacher after an interval of a few days without giving her the status of a permanent teacher.

In my opinion it is the duty of the school board to give to this teacher the status to which she is entitled, that is, the status of a permanent teacher. I am of course assuming in all of these cases that the teaching service has been successful and that the terms of the amendment of 1921 have been met.

Fifth. You ask whether there is any authority in a school board to require a teacher who has been classified as a permanent teacher to attend a summer course at one of the State teachers' colleges, and to dismiss the teacher under the provisions of subdivision fifth (j) of section 1669 of the Political Code, if this teacher refuses to take such a summer course at one of the State teachers' colleges.

In my opinion there would be no authority in the school board to make any such requirement with reference to the continued teaching service of the teacher in question.

Sixth. You state a case of a teacher assigned as a permanent teacher of a fifth grade at a salary of \$1800 per annum. You ask whether a school board may assign this teacher to a third or lower grade without reducing her salary. You also ask whether the school board might permit the teacher to remain with the same grade but reduce her salary at the end of the year to \$1500 per annum.

The Supreme Court of this State in the case of Kennedy v. Board of Education, 82 Cal. 483, and again in:

Fairchild v. Board of Education, 107 Cal., 92, decided that under the sections of our school law, as then in effect a teacher was protected against dismissal without cause and it was illegal to assign a teacher to a lower grade with a lower salary. It would seem to me so long as the salary is not reduced that there would be no objection to assigning the teacher to a lower grade. My understanding is that in some cases the teacher of the lowest grade in the primary school receives a higher salary than teachers of higher grades. It would appear then that the real test should be the salary received rather than the grade that is taught. The theory of our educational system is that the teaching in all grades in the public schools is of equal importance as part of the comprehensive plan of our school system.

You ask whether the school board would be authorized at the end of a school year to reduce the salary from say \$1800 to \$1500 of a teacher without changing her grade.

I assume that at the end of each year the school authorities have the right to fix salaries for all grades. That is, I do not understand that once a salary is fixed for a given grade in a given school district that thereafter for all time the same salary must be paid. Salaries may be raised or lowered as circumstances and financial resources vary. So long then as any salary so fixed at the end of a year and for

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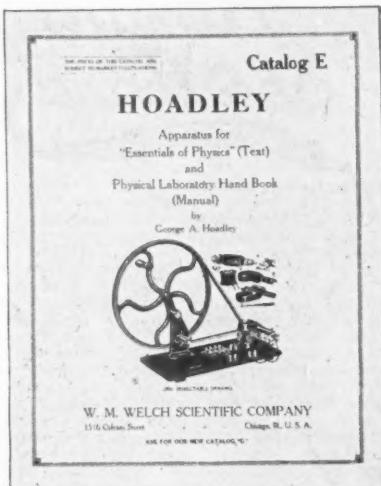
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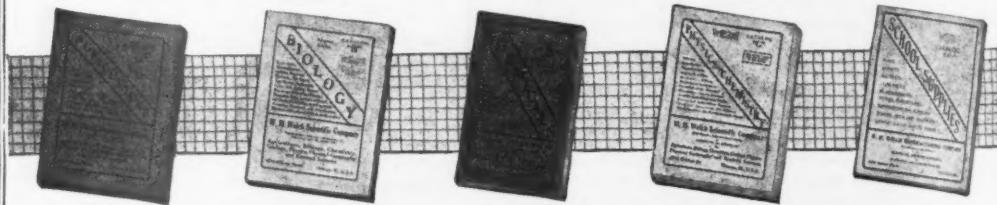
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the ensuing year is uniform throughout a school district, and is the same for a given grade in each school in the district, it would appear that such salary might therefore be so changed.

Very truly yours,
U. S. WEBB, Attorney-General.
By (Signed) FRANK ENGLISH.

Resolutions adopted at regional conference, Bay district on State suggestive course of study, Commissioner McNaught presiding.

San Francisco, May 3, 1922.

RESOLVED:

That the State of California, inasmuch as it supplies a considerable part of the funds for school support, is entitled to set up standards of achievement for classroom results;

That the State Board of Education is to be commended for having taken the leadership in preparing a **suggestive** course of study for elementary schools that will establish such standards, by having employed experts and by holding regional conferences for consultation and discussion of the problems involved;

That it is desirable to expound the philosophical basis upon which a course of study of any kind must be organized;

That the program of the State Board should be elastic and of such a nature as to establish a "core" course or "standardized" course for all elementary schools, rural or urban;

That suggestions for use in urban schools will be welcome, but that, since the most pressing need for this work exists among the rural schools, the State Board should emphasize the preparation of a suggestive minimum course of study for rural schools and suggestive programs with time allotments for such schools.

Committee on Resolutions,
W. H. HANLON, Chairman.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Sierra Educational News, published monthly at San Francisco, California, for April 1, 1922.

State of California, County of San Francisco, ss.

Before me, a Court Commissioner, in and for the State and county aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the managing editor of the Sierra Educational News, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

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one hundred years the growing of coffee spread into all parts of the tropical world as shown upon the map on page four.

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No stockholders holding 1 per cent or more of total amount of stock.

Arthur H. Chamberlain, Secretary, San Francisco, Cal.

E. Morris Cox, President, Oakland, Cal.

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None.

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is:—(This information is required from daily publications only.)

ARTHUR H. CHAMBERLAIN.

Sworn to and subscribed before me this 24th day of March, 1922.

(Seal)

L. C. MURASKY.

Court Commissioner of the City and County of San Francisco, State of California.
(My commission expires—No limit.)

The Commonwealth Fund has recently given \$10,000 to be used by Professor Frank N. Freeman of Chicago University, to make a systematic study of the educational value of visual devices, films, lantern slides, etc., as substitutes for books, lectures, maps and charts.

Something New Under The Sun

State geography supplements have always been of questionable value. Ordinarily they are a mere compilation of facts either to be memorized by the pupil or indifferently read. Moreover, there will forever be a disagreement as to the place where they should appear. Some want them in the sixth-grade books, some in the eighth-grade books, some separate, and a very great many would like to skip entirely the intensive study of the home state geography. At the best, these old-time supplements were more or less formal and offered little inspiration to enter into a real study of the state.

And now come Ginn and Company with a brand new scheme that ought, not only to dignify and standardize the study of the state geography, but through the methods employed give impetus to a more rational study of general geography, for the teacher will learn a lot about teaching in using this material.

THE PUPIL'S WORKBOOK IN GEOGRAPHY, by Frederick A. Rice—Ginn and Company's representative in Northern California, and Wm. G. Paden—Principal of the Lincoln School, Alameda, is the book which sets forth this scheme of study. It is unique. The outstanding feature is the utilization of the problem method in the study of the resources, activities, and advantages of the state. Opposite the problem lesson pages, are black and white outline work-maps of the state, on which the pupil records the results of his investigations; or there are pages with graphs to be completed, blanks to be filled, drawings to be made, etc.

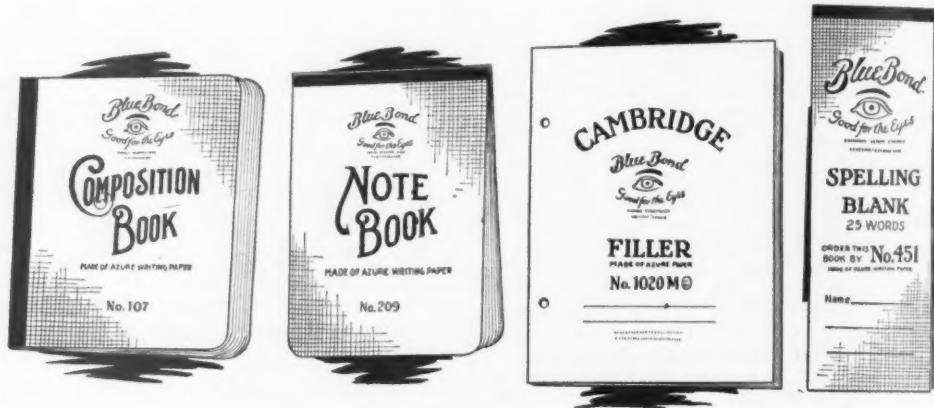
This booklet is about eight by ten inches, has a flexible cover, and contains about seventy-five pages of these problem studies. These cover all the essential topics of state geography. In addition to the abundant work-maps there are a full-page colored map of California showing the natural regions and a full-page map showing the Trade Routes of the Pacific Ocean, a rainfall map of the state, and a map showing the distribution of population. The ordinary statistical material based upon the 1920 census is also given. The list price is only forty cents, subject to a discount of twenty per cent to schools and libraries.

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The following comes from the State office at Sacramento—To textbook publishers: Through oversight, the call for bids for textbooks in citizenship and hygiene, recently issued, asked for bids for the sale or lease of the right to publish but made no reference to bids for supplying completed books. You are therefore informed that alternative bids for supplying completed books, as specified in the call for bids, F. O. B. Sacramento in carload lots will also be received. Very truly yours,
WILL C. WOOD, Secretary.

A new booklet issued by Hills Bros., wholesalers of coffee and tea, who have in past years distributed a series of post cards and exhibits on coffee and tea, that were found to be of great value by many teachers, is most complete in its information, going into detail regarding the growth and preparation of both articles. The story of coffee commences with a condensed history of the berry and explaining, that although the facts are obscure, the consensus of opinion is that the world is indebted to Africa for coffee. Its development is outlined, and by means of a map, the large amount of territory devoted to coffee culture is illustrated. Other important facts are told and a subject not before covered is explained—the propagation of the tree. The material for both the coffee and tea article was secured first hand by R. W. Hills, one of the two brothers, A. H. and R. W. Hills, who are founders of the firm of Hills Bros., and who have devoted a lifetime to coffee study and research, spending many years in coffee and tea producing countries. In addition to these articles, a substantial portion of the book is devoted to coffee recipes originated by Mrs. Ida C. Bailey Allen, who prepared them for distribution by the National Coffee Roasters' Association. This article will be of particular interest to teachers of Domestic Science. The announcement of the booklet appears in this issue and your attention is directed to their offer extended to all educators.

It is claimed that 50 years ago (about 1870) San Francisco established the first citizenship classes to be found anywhere in the West. As a state, California was barely 20 years old, and had fewer residents than the city now has; but there was already a cosmopolitan population by the Golden Gate. The conviction was strong that the safety of the city demanded that the foreign born and recent residents should be taught American ideals and American standards. Probably a larger proportion of the present population of the city are alien born, a larger percentage without suffrage rights, and a larger number illiterate than in 1870. The need is again felt for Americanization work. Nearly 10,000 foreign-born residents, unable to read or write in any language, can not escape being a social and economic menace to any city of such size. Schools for children and youth may be ever-so-good, but an unintelligent, illiterate adult class, barred by their illiteracy from an understanding sense of the prevailing social and economic ideals of their



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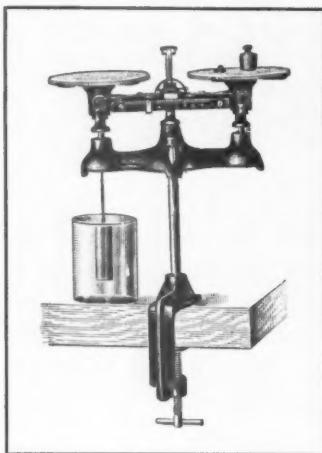


Beginning June 26, 1922

A special course in Penmanship and Methods for teachers and supervisors of writing and persons desiring to improve their handwriting will be given in the *San Francisco State Teachers College*, Buchanan and Waller Streets, San Francisco, California, under the direction of *R. E. Wiatt*, supervisor of writing in the Los Angeles Public Schools, *Miss Marietta C. Ely*, assistant supervisor of writing, Los Angeles Public Schools, and *Miss Bertha Taylor* of the Teachers College. *This is an unusual penmanship opportunity. Write to us for further information. Make arrangements early.*

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environment, is a dangerous element. Adult education—systematic, persistent, for both men and women, is a basic need. No city can long withstand the disintegration incident to its neglect.

The death in the early summer of Marion McCarrell Scott in Honolulu is of more than Hawaiian interest. In the 60's he was for a time principal of an Oakland school; later a member of the State Board of Examiners, and for ten years, 1871-1881, organized and administered the first normal school in Japan, the forerunner of the present Imperial system. From 1883 to 1919 he continued actively in educational work in Hawaii. He had a long and useful career and left a shaping influence on the schools of three peoples.

Another death deserves recording because of a long service among the libraries. John Vance Cheney was primarily a poet, and among the readers of aesthetic literature will be mainly remembered for his half dozen volumes of charming poetry. But Mr. Cheney became first known to Californians as librarian of the San Francisco public library, 1887-1894. At once he was called to the then recently founded Newberry Library of Chicago where he remained till 1909. Along with the heart of a poet in Mr. Cheney went a very practical executive ability that for twenty years worked itself out in a notably effective library management.

William Hawley Smith, widely known to thousands of teachers in a country-wide acquaintance with his lectures and his books—notably his *Evolution of Dodd and All the Children of All the People*, died at his home in Peoria, Illinois, early in May. His was a service of educational evangelism among the schools.

Mr. John Robert Gregg, President of the Gregg Publishing Company, and Mrs. Gregg sailed for England April 25, to spend the summer in work and pleasure. Fifty of the leading business schools in Great Britain are adopting Gregg shorthand this year and the great demand for teachers has made it necessary for Mr. Gregg to help in training them. He has taken over to England certain teachers to assist him, among them Mr. Harold Smith of New York, the expert typist, and Mr. C. I. Brown of Chicago, a man unusually well equipped to teach methods of organization because of the training he received under his uncle, Mr. G. W. Brown, the well beloved Nestor of Business Education in the Middle West, and later from Mr. Gregg, a superman in school administration and methods. The rapid growth of Gregg shorthand on the Continent of Europe, and the adoption of the Gregg publications in the schools of Great Britain and France, have made it necessary for Mr. Gregg to increase his official family abroad and give several months each year of his own time to supervision. There are two great chains of business schools in Great Britain—the DeBear Schools, comprising some thirty schools in London and the rest in the leading cities of England, Scotland, Wales and Ireland—and Clark's Colleges, consisting of some twenty-two schools

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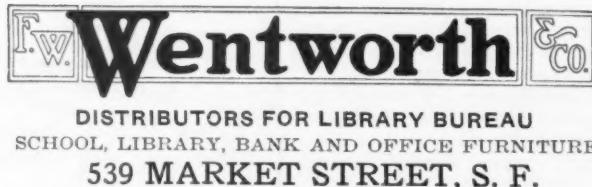


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We have recently equipped some of the largest new high schools in the Bay District.



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Yours very truly,
(Signed) Roy R. Huffman

located in and around London. These schools have adopted Gregg shorthand. Mr. Gregg maintains offices in London, and publishes his textbooks and a monthly magazine, "The Gregg Shorthand Magazine," in England.

The recent election of **Mark Keppel** as president of the Council of Education of the C. T. A., marks a happy choice. Few educational men in the State are more widely, or better known, than Mr. Keppel. As a school executive, as a loyal standard-bearer of the State Teachers' Association, as a legislative adviser and as a lecturer before professional and civic organizations, he has won a deservedly high regard. A successful administration of C. T. A. interests under his leadership may be safely predicted.

Among the art teachers in the public schools of Fresno, Kings, Kern, Madera, Merced, Tulare, and Stanislaus counties has been formed The San Joaquin Valley Art Teachers' Association, with Miss Florence Gamble, Fresno County Supervisor as president. The movement is significant of an aroused interest in fine art studies that is encouraging.

California is an out-door State—On May 27th, there was held on the grounds of the Analy Union High School a notable track meet of athletes from North Coast schools. There were representatives from about fifty schools in Napa, Marin, Solano, Sonoma, Mendocino and Lake Counties. The Sebastopol Chamber of Commerce and the Board of Education cooperated in the venture. They provided medals for the winners, pennants for important events, and a perpetual trophy cup for the school showing superiority.

A committee has been formed under the chairmanship of Commissioner Oliney to construct a provisional curriculum for the Junior High School. Since this division of the system has been so recently set off, and since its organization varies so appreciably in different systems, the task will be both a much needed and difficult one. Associated with Mr. Oliney are Superintendents H. B. Wilson and Fred M. Hunter.

Miss Ella M. Godfrey of the Holden Book Cover Co., Springfield, Mass., is on the coast in the interest of her firm. Miss Godfrey has spent several weeks in Southern California visiting high schools and city school systems as well as libraries. She is now in the Bay Region. The Holden Book Cover Co., is a thoroughly established firm, well known to our readers. The use of the book covers protects and prolongs the life of the books. Those schools that use this book cover are thoroughly satisfied as to the economic value of the product. Miss Godfrey is meeting with great success.

Motion picture films made for school use is the purpose of the Ford Educational Library founded by Henry Ford. The school films in the Ford Library are adapted for use in the teaching of history, nature study, agriculture, hygiene, safety, civics, industrial and regional geography. Each film has been edited in accord with the modern methods of teaching,

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and its material is a unit. Each unit corresponds to the chapters in the school text. In the agricultural films the modern methods of scientific farming are demonstrated. The farm crops, animals, the buildings, farm life and farm mechanics are presented. The elementary principles of agriculture are emphasized. The subjects now ready for distribution cover many different phases of agriculture: Irrigation, Milk as Food, The Honey Bee, Oranges and Olives, The Banana, Maple Sugar, Wheat and Flour, a Cattle Ranch and Farming with a Tractor. In geography the great industries: Iron and steel, lumbering, coal mining and fishing are presented so that the fundamental processes are clear and distinct. Besides the industries the United States is presented in regions: The Rocky Mountains, the Yellowstone National Park, Mt. Rainer, Yosemite Valley, Niagara Falls, Grand Canyon, Panama Canal, The Nation's Capital and other subjects indicate the scope of material now available.

Mr. Selden C. Smith of Ginn and Co., together with Mrs. Smith, are planning a summer European trip. Mr. Smith is well known, not only on the Pacific Coast, but throughout the United States as one of the leading representatives of the book publishing business. We shall hope that on his return he may favor the readers of the Sierra Educational News with an account of his journeys.

Just as we go to press comes a report by F. L. Thurston, Secretary of the Southern Section, on a recent meeting of Imperial County Teachers' Association held at El Centro for which space is found for some excerpts. The county is almost 100% in C. T. A. membership, loyal to local and N. E. A. organizations and united in efforts for improving all schools. The professional growth of teachers while in service, report by C. R. Prince on the recent Principals' Convention, Intelligence Tests, Vocational Education, all received enthusiastic attention. Dr. Hardy gave his address on "An Old Profession With a New Motive." There was much music by local talent including Southern Melodies and Spirituals by a chorus of colored girls from an El Centro school. Mr. Thurston is enthusiastic in his praise of Imperial's educational condition and the co-operative spirit among teachers and patrons. "A more thoroughly wide-awake group of educators than the Imperial County school people would be hard to find," he says, and adds that "They have certainly made themselves solid with their patrons." Mr. Thurston addressed the teachers, this being the first meeting he has attended since assuming the office of full-time Secretary. We shall hope to have complete reports from Mr. Thurston on his subsequent visits.

A revised course of study under consideration for the elementary schools (6 grades) of Fresno, as reported, groups the material under four heads: social studies—geography, thrift, community hygiene, morals and manners, nature study and history and civics; English, comprising the usual classes; arithmetic; and cultural activities—physical training, music and

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NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Friday and Saturday, June 23rd and 24th, 1922. For further information apply to Secretary Board of Education, City Hall, San Francisco.

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art. Literature, as such, is not mentioned; and manual training and home economics are included under art. Forty per cent of the time is assigned to English and the smallest proportion to the comprehensive group of social studies. Even arithmetic receives more attention. In the Fresno undertaking elementary teachers throughout the State will be interested.

Viola school is near Lassen Peak in northern California. The teacher, recently, in order to reach her school was compelled to snowshoe her way, eight miles, but, with such pluck, it scarcely needs saying, she was at her desk for opening.



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SALT

requirements of early man were satisfied by the consumption of uncooked flesh of animals, birds, fishes and raw green foods. But when the cook pot was employed the boiling process denuded his foods of 70% of their natural salts. In order to secure the saline essences required to preserve the body in health, salt was found to be necessary as a distinct and separate condiment.

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Based upon the fifty-volume history series, "Chronicles of America," published by the Yale University Press, will be produced a series of 100 reels on American history. A corporation has been organized, with Dr. Frank E. Spaulding as editor in chief. "This announcement must come as a blessed relief to thousands of educators and laymen alike, who have long awaited the advent of some achievement in educational motion pictures which would be worthy of the label 'educational' and commensurate with the possibilities of the new medium. This great task has been inaugurated and announced without the blare of commercial trumpets hitherto attendant upon such enterprises. The fact that a distinguished educational institution is behind the undertaking and that educators of high qualification are in charge, give sound reason to hope that the day of the true educational film is about to dawn."

During Children's Week, May 8-15, San Francisco made special and elaborate provision for the physical examination of the younger ones. Twenty examination centers were opened and hundreds of children were taken to be weighed, measured and examined for defects. The service was rendered by the child welfare division of the municipal department of public health. Individuals found to need medical treatment were with the approval of the parent referred to private physician. Expert examiners were in constant attendance and the Board of Education co-operated with the promoters. Similar provisions were made in half a dozen other cities of the State, notably in Los Angeles. In a recent statement before a citizens' committee, a social welfare worker for a Juvenile Court said the Los Angeles schools a high compliment for the care given the backward child. Noting the generous support accorded her schools, in general, as compared with many other cities, the speaker especially emphasized the effort made to reach all children of whatever ability or faculty.

A gift of \$14,000 has been made to the University of Chicago from the Commonwealth Fund, to be used in the preparation of texts for Junior High Schools. The characteristic feature is that "social studies are to form the backbone of the course, to which will be articulated English, mathematics, science," etc. The texts are to be prepared under the chairmanship of Leon C. Marshall, Dean of the School of Commerce and Administration and Director Charles H. Judd of the School of Education. Dr. Judd's interest in pre-collegiate education is well-known to California teachers. Dr. Marshall, on the other hand, has had, apparently no teaching experience outside college walls. The Junior High School is removed even further from the traditional High School, from the academic standards of the University; and the conviction is general and pronounced that college inspired textbooks for secondary schools have often misinterpreted the needs of such students. His danger is even more likely to be true of the lower division. Dr. Judd and other associates may be able to save the day—and the children.



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HOW TO FILE A SAW

A Lesson In Outline

The only equipment necessary for filing saws consists of a clamp and files. To give the best working position, the top of the clamp should be on line with the operator's elbows.

Filing Cross-cut Saws

The filer stands to the left of the clamp and at the point of the saw. He holds the file in the gullet of the first tooth and at a right angle to the side of the blade. Then, turning the point of file about 45 degrees toward the handle of the saw, he works in that direction against the front or the cutting-edges of those teeth set toward him (every other one).

After every alternate tooth has been filed to a uniform angle and bevel, the saw is reversed in the clamp. He proceeds to file the alternate teeth on this side, again beginning with the first tooth set towards him at the

point of the saw.

It is essential that the filer place the edge of the file well into the gullet between the teeth, letting the sides of the file find their own bearing against the front and the back of the teeth. The angle of the file thereby becomes the same as that of the teeth and the original shape is maintained.

To determine the correct position in which to hold the file, select a tooth of correct shape in the saw (there are almost always some unused teeth near the handle-end) and fit the file into the gullet. Such teeth will also serve as a guide for shape and bevel.

Filing Rip-Saws

A rip saw has its cutting edge at right angles to the fibre of the wood. Consequently, the rip saw should be filed straight across.

File every alternate tooth from one side, then turn the saw and, from the

opposite side, file the remaining teeth.

With the exception that rip teeth are filed straight across, the process of setting and filing a hand saw for ripping, is exactly like that of filing a hand saw for cross-cutting.

This outline gives only a few of the important points in filing a saw. The Disston "Saw, Tool, and File Book" contains complete information, not only on filing saws, but on the general care and use of saws, tools and files. Write to Department N, and a copy will be sent you without charge.

Henry Disston & Sons, Inc.
PHILADELPHIA, U. S. A.

*The September issue of the
Sierra Educational News
will explain "Why we
give away books."*

Concerning teachers' pensions, a Justice of the Supreme Court of North Dakota recently handed down an opinion that "as there are few who are so stupid as to make of teaching a life business," the contribution of teachers to a pension fund with the chance "one hundred to one" against winning the prize (pension), it is in effect "a kind of lottery, and therefore contravenes the Constitution!"

Added to the long list of summer-study opportunities in California, Los Angeles is to have a real Summer University for teachers. It is to be conducted by the City Schools, giving instruction limited to four graduate courses. Dr. A. H. Sutherland, Director of Educational Research, and Arleigh C. Griffin, Assistant Director, with assistants, will constitute the faculty. The courses comprise (1) Scientific Curriculum Construction; (2) Remedical Curriculum Construction; (3) Educational Tests and Measurements, and (4) Mental Testing. The session is announced for July 3rd to August 11th. Information may be had by addressing Arleigh C. Griffin, 419 S. Olive St., Los Angeles.

The High School Principals' Association of Orange County, California, have initiated a movement for a Union Junior College district centering in Santa Ana. It would include the present Anaheim High School and all the districts in the south half of the County. Orange County is one of the richest counties in the state, and has a compact population. It can probably meet all the conditions imposed by the state law for such organization. California now has eleven such institutions, besides those attached to certain Teachers' Colleges.

One teachers' association announces that "the ideals of the Grade Association are grouped round one word—Service. Its members are not concerned primarily with what they can get by joining, but with its larger opportunities for living. . . . The teacher should be the greatest moulder of opinion in the community." A wholesome sentiment that may well be copied by other teachers.

One of the best known City School Superintendents, not on this coast alone, but throughout the States, is Frank B. Cooper. He is closing his twenty-first year as executive of the Seattle system. It is with genuine regret, not alone to his Washington friends, but to all who know his distinguished success that he has resigned his position. He gives up his work, August 1. T. R. Cole has been promoted to the superintendency.

No teacher who cares to keep informed on the new problems in education can afford to miss the critical and matured discussions on the "project method" and related topics in the successive numbers of The Journal of Educational Method. The March issue gives a list of seventy references on project teaching that has permanent value.

The next State examination of applicants for the general high school certificate will be held at Berkeley and Los Angeles, June 19-21.

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Dr. H. B. Wilson, Superintendent of the schools of Berkeley, has recently been re-elected for a four year period at an increased salary of \$7,500 a year and, in addition, a sum not to exceed \$500 per annum for traveling and incidental expenses. Mr. Wilson's re-election brings forth a general expression of satisfaction on the part of the people of the University City. He has done an especially splendid piece of work during his incumbency of the office of Superintendent of Schools of Berkeley. He is one of the best known school administrators in the country today.

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The Supervisors' and Teachers' School of Rythmical Penmanship will conduct a penmanship Summer School in Los Angeles from July 1st to August 12th. Two special short courses will be offered, one before and one after the regular summer course. The Spencer, Zaner and Palmer systems will be taught. Supervisors' and teachers' certificates will be awarded to those who successfully complete the course. The summer school course will be given under the direction of Miss Louisa M. Spencer, at the headquarters of the school, 232 South Hill street, Los Angeles.

As we go to press the Assistant Secretary of the C. T. A., Miss Mable Boggess, is in Southern California in the interest of the State Association. The branch office of the C. T. A. and the office of the Southern Section are now open in the Loew's State building, 7th and Broadway, Los Angeles, with Mr. Thurston in charge. There is being installed the records of all those who have joined the Teachers' Registration and Placement Bureau from the South. All members of the C. T. A. are cordially invited to inspect the new offices.

Vacation Position—Exceptional business position for capable teacher during vacation; work of educational nature. For information address Manager, P. O. Box 361, Oakland, Calif.

At this date, May 23rd, a total of 2152 high school teachers and principals have joined the California High School Teachers' Association for 1922. This is at least double any past enrollment. President Rebok has set the mark at 4000 and the final enrollment may even pass that figure. Send your membership in at once.

The Union Sugar Company and the Alameda Sugar Company of San Francisco recently offered a series of cash prizes for the best compositions on beet sugar. The contest was open to pupils in Domestic Science classes of both the public and private elementary and high schools in San Francisco, Oakland, Berkeley and Alameda. The contest closed on April 30th. Some hundreds of compositions came in from students in grades ranging from the seventh to classes in the Senior High School. The compositions were of an unusually high order. Many of them showed careful research, with original recipes worked out both in the home and at school. The judges were Miss Maude I. Murchie, State Supervisor of Teacher Training Courses in Home Economics; Harr Wagner, Editor, Western Journal of Education, and Jas. A. Barr, Advertising Manager of the Sierra Educational News. The following is the full list of awards, just made by the judges:

First prizes, \$15.00 each awarded to Augusta Agenoff, Daniel Webster School, San Francisco, Thaddeus Rhodes, Principal; Miss Susie J. Convery, Teacher, Daniel Wedstard School, San Francisco; Kathleen Sand Richardson, Melrose Heights Grammar School, Oakland; Miss White, Teacher, Melrose Heights Grammar School, Oakland; Allie Assumae, Edison Junior High School, Berkeley, Harry H. Glesner, Principal; Mary P. Daniels, Teacher, Edison Junior High School, Berkeley; Frances Harris, Washington School, Alameda; Jannie Allen, Teacher, Washington School, Alameda.

Second prizes, \$10.00 each awarded to: Ida Edwards, Fairmount School, San Francisco, Kathryn McGough, Principal; Erna Evans, Edison Junior High School, Berkeley; Mary Alice Graham, Fremont High School, Oakland; Marion Levy, Washington School, Alameda.

Third prizes, \$5.00 each awarded to: Stella

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Summer Session Facts

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 - 2—Courses for the 1922 Summer Session to be based on the needs of teachers.
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SUMMER SESSION.

JUNE 19—JULY 29, 1922.

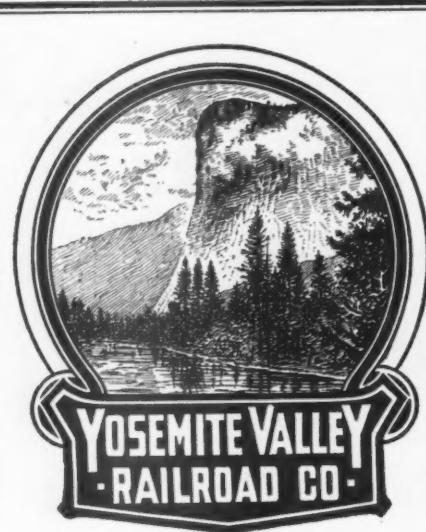


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Costa, Washington Irving School, San Francisco, Alice Rose Power, Principal; Virginia Moore, Frances Willard School, San Francisco, W. B. Clark, Principal; Kathleen Sand Richardson, Oakland; Marion Levy, Washington School, Alameda.

Fourth prizes, \$1.00 each awarded to: Marie Disse, Hawthorne School, San Francisco, Fanie Mooney, Principal; Margaret Crawford, St. Joseph School, San Francisco; Lizzie Hornung, Fairmount School, San Francisco, Kathryn McGough, Principal; Theodore Paoli, Washington Irving School, San Francisco, Alice Rose Power, Principal; Lydia Jacoop, Daniel Webster School, San Francisco, Thaddeus Rhodes, Principal; Bertha Wayman, Edison Junior High School, Berkeley; Elva Hussing, Edison Junior High School, Berkeley; Elva Hussing, Edison Junior High School, Berkeley; Jean Scotchler, Willard School, Berkeley, W. B. Clark, Principal; Marjorie Saunders, Edison Junior High School, Berkeley; Margaret Neilson, Oakland; Helen Langdon, Washington School, Alameda; Ethel Gold, Washington School, Alameda.

Important: This being the final regular issue of the Sierra Educational News for the school year, our members and subscribers should take notice that any change of address should be reported to us at once, in order to assure prompt delivery of the September issue.

The Macmillan Company announces reduced prices, effective immediately, on a number of texts in the official list of high school texts books prescribed by the California State Board of Education. Details of announcement are given on the inside back cover page.

The inter-school correspondence conducted by the Junior Red Cross, has the hearty endorsement of teachers and schools of high authority. Class-room letters and children's handwork photographs and sketches have been exchanged between nearly 500 classes from 150 cities in the United States and 507 classes from 185 cities in nearly a score of foreign countries, among such diverse peoples as Czecho-Slovakia and England, France and South Africa, Belgium and Roumania, Poland and Switzerland, Austria and Canada. Schools that may be interested may get further information by addressing Miss Mary Concannon, Civic Auditorium, San Francisco.

As indicating outside confidence in a more settled state of civic and political conditions in Mexico, interest is being manifested in their education. The National University, at Mexico City, has extended an invitation to students of this side the border to use their educational opportunities. It is expected that more than 1000 students interested in Mexican civilization and the Spanish language will attend upon a specially organized summer course of study there, July 12 to September 8—eight weeks. Information may be had from H. L. Priestly, Department of History, University of California, Berkeley.

Good words from South Pasadena! Salaries of teachers have been raised for the coming year. For elementary teachers the figures show range from \$1500 to \$1800 and for the high school, \$2000 to \$2500. A contract has been let for a kindergarten-primary building specially designed for its use. Superintendent George C. Bush stands among the progressive school men of the State.

The 29th annual meeting of the International Kindergarten Union at Louisville, Kentucky, deserves more than this passing mention that present space permits. Reports were received from England, South Africa, Czecho-Slovakia, South America and Honolulu, besides practically every corner of the United States. There were three representatives from our State, Miss Grace Barnard, Miss Barbara Greenwood and Miss Florence Linnell. California, the pioneer with the Mandatory Petition law, has as a result 825 public kindergartens, leading the country in its kindergarten enrollment, and making more progress in the last three years of any of the states.

The tentative program of the sixtieth annual meeting of the National Education Association to be held in Boston July 2-8, is being distributed. It gives promise of a rich educational feast. On the program, beside American leaders, are announced speakers from Canada and other countries, Secretary Hughes, General Pershing, Senator Borah, etc. It is expected that California will be represented at the meeting by our full quota of delegates.

By agreement between State Superintendent of Instruction Will C. Wood, and the Regents of the University, the Junior Colleges connected with State Teachers Colleges will hereafter be affiliated with the University. Faculty members will be chosen upon recommendation of Superintendent Wood, approved by the presidents of the University and the Junior College affected.

It is an astonishing statement that comes from the Julia Richman high school, New York City, that of the 4500 girls enrolled, not to exceed 10 per cent go on to college. As a result of an investigation that led to this conclusion, the curriculum has been largely reorganized and much attention is to be paid to fitting for economic careers. That any large proportion of eighteen-year-old girls should be looking forward to a business, rather than a home life and that girls should be actively trained for it, is a matter for serious reflection. The healthy trained household, not the office, is the unit of our safest group life.

Here is a bit of history that will interest both teachers and students. In 1856, the first Chicago high school was built. At the anniversary exercises, in 1862, the address was given in Latin, showing how imperfectly the mission of people's high school was conceived. Not regarding pupils, how many California secondary school teachers could listen understandingly to an hour's discourse in Latin?

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A questionnaire recently sent to members of the Phi Delta Kappa, an organization composed of University trained leaders of American education, elicited interesting responses. The inquiry had to do with the lack of men following teaching as a career, and the reasons therefor. Seven hundred and twenty-seven answers were received. Unfavorable income conditions comprised nearly one-third of the reasons given. This was closely followed by the low estimation in which the profession is held.

The National Council of Education, made up of 120 chosen members of the N. E. A., is a body representative of the best educational thought and influence of the country. From California there are six active and eight honorary members.

Mr. E. H. Harris, by appointment by the Mayor, succeeds the late Mrs. Sanborn as a member of the San Francisco Board of Education. The board therefore consists of three women and four men.

Louisiana's new constitution removes the schools from politics by making provision for a long term State Board of Education, and by making the office of State Superintendent appointive rather than elective. The salary of the State Superintendent of Education has been raised from \$5000 to \$7500.

At the recent meeting in Chicago, J. H. Beveridge of Omaha, Nebraska, was elected president of the department of superintendence, National Education Association, for 1922-1923.



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It is affirmed that of the thirty "big guns" at the arms conference, twenty began their careers as teachers. There is no indication that the earlier service has been, in any way, a hindrance to their life careers. There is reason to think it may have been an advantage. Of the 456 members of the American House of Representatives, 108 were former school men. It may have been an advantage to them also.

A recent number of the Elementary School Journal has this to say of the California Library System: "The system of county free libraries is unique in that it gives a universal service. Any one may get any book at any time and any place where the system obtains. The County Library sign far off on the deserts and mountains of the state is the most impressive monument to educational opportunity the state affords."

It is the consensus of teacher-training experts that much of the so-called practice teaching in the Teachers' Colleges has a moderate value only, as it is done under conditions of equipment and responsibility so unlike those to which the young teacher is subjected when assuming a staff position. Some of these colleges are trying to rectify this handicap. Recently two cadet teachers from San Jose have been added as unpaid members, to the faculty of the Centerville grade schools; and for next year it is proposed to include, under like arrangements, four or five cadets to the high school faculty.

Both young men and women completing a high school course of study are found, at times, poorly fitted, or indisposed to follow the established university courses; and, while being graduated, are not accorded recommendation to the higher institutions. Los Angeles, in co-operation with the manufacturing section of the local Chamber of Commerce, proposes to grant certificates of apprenticeship in addition to their graduation diploma which will admit them to apprentice rank in certain of the trades and businesses.

Under a recent legislative act in Michigan private and parochial schools are brought under the supervision of the State Superintendent of Public Instruction, so far as course of study plans and sanitary construction of buildings and the qualifications of teachers are concerned. Teachers are required to hold legal professional certificates.

The need of more systematic training for the youngest children and especially, in villages and rural districts, is coming to be recognized as an incontestable fact. At the annual session of the International Kindergarten Union, April 24, in Louisville, Kentucky, there were representatives from several European countries, South America, Japan and elsewhere; and a campaign is to be launched for a nation-wide appeal, in the interest of the universal adoption of the kindergarten in all schools, and for such legislation as California now has. Teachers recognize the value, but the general public, legislators, civic and patriotic clubs must be aroused and educated to its important services.

Dr. Paul H. Hanus, for 30 years Professor of the History and Art of Teaching at Harvard University, has retired and has been on the coast lecturing. Dr. Hanus is the author of numerous books on education, contributor to leading magazines and editor of the School Efficiency series.

Miss Agnes S. Winn, a prominent figure in grade teachers' circles in Seattle and identified for a number of years with national education movements, has been selected as Assistant Secretary of the N. E. A. to serve at Washington under direction of General Secretary J. W. Cradock. Great interest will be manifest in the new movement. It is anticipated that Miss Winn will serve in this high position most acceptably. She will be able to familiarize herself readily with the needs of the office. We wish her every success.

THE SIERRA EDUCATIONAL NEWS

To California High School Principals and Teachers:—
It is our constant desire to extend to you the utmost in

CO-OPERATION and SERVICE

Although we still have dozens of books on the California high school list which, because of war and post war conditions and the provisions of the high school textbook law, we are selling to California high schools at prices far less than are justified by costs of production—in some cases actually less than cost,—recent decreases in the cost of materials have made it possible to lower our prices on books published during the peak costs.

We have, therefore, filed with Commissioner Olney the following

REDUCED PRICES

to go into effect immediately.

Your summer and fall orders for free high school textbooks will be filled at these reduced prices.

Books for Junior High Schools

	present official price	new price
Ames & Eldred: Community Civics	\$1.18	\$1.06
Cooley & Spohr: Household Arts for Home and School	Vol. I. 1.28	1.06
	Vol. II. 1.28	1.06

Books for Senior High Schools

	present official price	new price
Bartholomew & Hurlbut: Business Man's English	\$1.18	\$1.12
Beard & Beard: History of the United States	1.60	1.57
Black & Conant: Practical Chemistry	1.60	1.35
Black: Laboratory Exercises in Chemistry	.90	.64
Botsford: Brief History of the World	1.76	1.60
Burch: American Economic Life	1.38	1.28
Good: Laboratory Projects in Physics	1.12	.80
Herrick: English Readings for Commercial Classes	1.12	.96
Marshall & Lyon: Our Economic Organization	1.50	1.35
Neilson & Thorndike: History of English Literature	1.44	1.28
Peabody & Hunt: Elementary Biology, Complete	1.44	1.35
Roux: First French Course	1.12	1.06
Smith: Short Plays	1.02	.80
Swan: Word Study for High Schools	.58	.52
Turrell: Spanish American Short Stories	.96	.80
Willard & Gillett: Dietetics for High Schools	1.18	1.12

We shall appreciate your orders and will give them prompt and courteous attention.

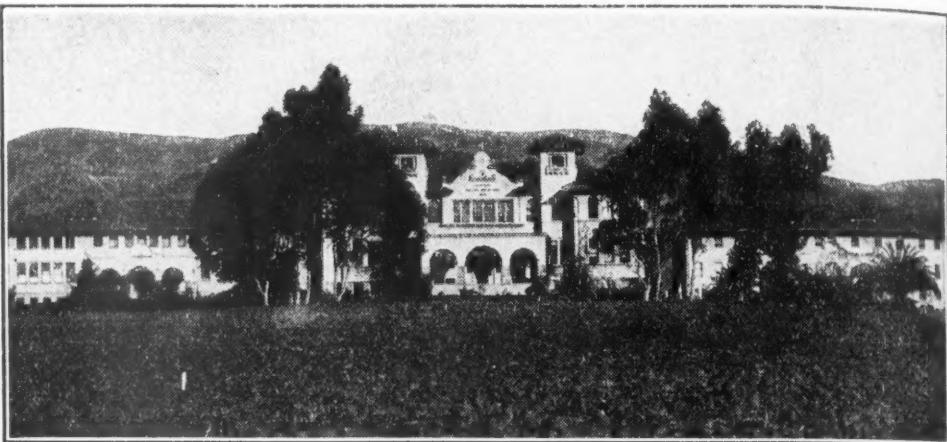
Yours very truly,
T. C. Morehouse

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THE SIERRA EDUCATIONAL NEWS



California Polytechnic School *(NO TUITION)*

Governor Stephens states:

The people of California believe in making every boy and every girl an efficient worker and efficient citizen, as intelligent citizens and efficient workers are the wealth producers of the State.

To that end the California Polytechnic School was established to give vocational training to the boys and girls of the State in terms of the vocations they best fit.

The parents of California ought to know more about the training facilities of the California Polytechnic School.

For that reason I heartily endorse the plan of the California Congress of Mothers and Parent-Teacher Associations which is intended to give the parents of California information concerning the California Polytechnic School at San Luis Obispo.

Requirements for Admission:

Any boy or girl fifteen years of age or over, with the mental capacity to do the work offered by the School, will be admitted. No elementary or high school certificate is required; but the School reserves the right to determine whether or not the applicant has the required mental capacity.

Hon. Will C. Wood, State Director of Education, states:

I believe in the California Polytechnic School. It has fine facilities for the education of boys and girls who want practical vocational and academic training. If parents knew its advantages, the enrollment would be over a thousand students.

What the STATE UNIVERSITY is to the boy or girl who wants professional training, the CALIFORNIA POLYTECHNIC SCHOOL is to the boy or girl who wants training in Agriculture, Mechanical Arts, Household Arts.

To assure you a place in the school next year and dormitory accommodation, write at once to:

Nicholas Ricciardi, President,
CALIFORNIA POLYTECHNIC SCHOOL,
San Luis Obispo, California.

FALL TERM OPENS MONDAY, SEPTEMBER 11, 1922.

The city of San Luis Obispo is on the coast highway, almost exactly half way between San Francisco and Los Angeles. It lies in the heart of the most important unexploited section of California. It is a city of diversified interests, and is the most important commercial center between Santa Barbara and San Jose. San Luis Obispo offers the most attractive of business opportunities, accompanied by living conditions and a climate unsurpassed anywhere in the State.

WM. C. O'DONNELL,
Secretary San Luis Obispo Chamber of Commerce.

This page contributed by SAN LUIS OBISPO CHAMBER OF COMMERCE